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A History of the Indiana State School for the Deaf

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A HISTORY OF THE INDIANA STATE
SCHOOL FOR THE DEAF

by
Windell W. Fewell

A dissertation submitted in partial fulfillment
of the requirements for the Degree of
Master of Science with a major
in Education

Division of Graduate Instruction
Butler University
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PREFACE

The author is deeply grateful to Superintendent J. A. Raney for his kind encouragement and for his permission to use the records of the Indiana State School for the Deaf. An expression of appreciation is made to Principal Charles S. Rawlings and others of the school who assisted in locating materials.

The author is also indebted to Mr. Richard Phillips, Vocational Counselor, State Department of Education, Vocational Rehabilitation Division, for his permission to examine the card files of his office.

W. W. F.

Indianapolis, Indiana

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A HISTORY OF THE INDIANA STATE
SCHOOL FOR THE DEAF

CHAPTER I

INTRODUCTION

This study has been motivated by an intimate contact with the Indiana State School for the Deaf as a teacher and by a growing interest in its development. This interest was further stimulated by coming into contact with the large volume of school records which, in some cases, date back to the beginning of the school in 1843. In spite of the fact that these original source materials have been fairly well preserved, no history of the school, other than comparatively brief sketches, has been written.

It is hoped that this history of the Indiana State School for the Deaf will be of especial interest and value to those currently associated with the institution, as well as to the general public. In spite of a vigorous and extensive public relations program, too few are familiar with this institution which they help to support.

It is further hoped that this history may be of value

by providing a basis for a greater understanding and appreciation of existing conditions.

Statement of the Problem

What events led to the founding of the Indiana State School for the Deaf, and how was it established?

From the date of founding to the present, what significant changes or developments have been made in the following phases of the school: material equipment, administration, program of studies, instruction and student life?

What contribution has the school made to society?

What is the present status of the school relative to the phases listed in question two?

Source of Data

Sources of data include the following: school records, Annual Reports of the Trustees and Superintendent to the Governor, The Hoosier (student publication), local newspapers, American Annals of the Deaf, Volta Review, general history sketches, files of the State Department of Vocational Rehabilitation, personal interviews and personal observations.

Method of Securing the Data

The following methods were used in securing the data for study: examination and selection of pertinent data from the sources listed above, interviews, and personal observation.

Plan of Treatment

The general order of presentation will follow that of the major questions listed on page two. Though numerous tables and figures are included, the majority of the data will be presented in narrative or expository form. The specific order of presentation will be a brief historical sketch, material equipment, administration, program of studies, instruction, students and student life, contributions, and summary.

The general plan will be to present the status of the school at particular intervals to illustrate change and development. A sincere effort will be made to maintain both accuracy and readability.

Definitions

The term, Indiana State School for the Deaf, is the correct one to use in designating the institution described in this study. For the sake of brevity other shorter terms may occasionally be used. It is an educational institution and not an asylum. The term asylum was erroneously applied in the school's early history.

Articulation is a term which was formerly used in referring to speech training for the deaf.

"Deaf" is considered the correct term to use in referring to a person who cannot hear. The term "deaf and dumb," is incorrect and embarrassing to the deaf person who, in the majority of cases, is not dumb in either an intellectual or physical sense.

Other terms, applying to education of the Deaf or to this particular school, will be explained in the body of the following chapters.

Limitations

Due to inaccuracies discovered in some secondary sources, the majority of the content of this history is based on data secured from the Annual Reports, Financial Records, Correspondence, or other original records of the School for Deaf.

The amount of description or discussion at any particular stage has been limited due to the School's unusually long history.

CHAPTER II

A HISTORICAL SKETCH

European and American Background

Education for the deaf in America, perhaps more directly than our public educational systems, had its true origin in Europe. Some knowledge of this background is requisite to a clear understanding of the development of Schools for the Deaf in the United States and of the development of our own Indiana School. As the first school for the Deaf in this country was patterned after an European model, so was our own school patterned after the Connecticut School founded in 1817. So, for this purpose, the following brief sketch of European background is presented:

The history of the art of educating the deaf does not properly begin until the sixteenth century, for previous to that time, there was little or no record except in a few isolated unsuccessful attempts. Nevertheless, references to the deaf had been made and theories propounded relative to their intellectual, moral, social, legal and industrial status by great philosophers, by the church and by the writers of Roman Law since the fifth century B. C. Hippocrates and Galen, Aristotle and Pliny,

the fathers of the Church, and noted jurists of ancient times discussed the deaf, only to conclude that they were without intelligence and incapable of instruction.

Lucretius, the Roman poet, said, "I' instruct the deaf no art could ever reach."¹ St. Augustine considered them excluded from the blessing of religious knowledge by his literal interpretation of the Apostle's words, "faith cometh by hearing." Thus the situation continued through ancient and medieval times and down to a comparatively recent time.

During the sixteenth century (1501-1576) in Italy, a new era of education of the deaf was initiated by Cardan.² The art began practically in Spain with Ponce de Leon, (1520-1584) and was taken up later in other European countries.

Two distinct methods finally developed--the French method, or sign method, promoted by Abbe de l'Epee (1712-1789), and the German, or oral method, fathered by Samuel Heinicke (1729-1790). About the same time that de l'Epee and Heinicke were beginning their work, Thomas Braidwood (1715-1806), whose methods were much the same as those of Heinicke, opened a school in Edinburgh, Scotland. Both Braidwood and Heinicke attempted to keep their work shrouded in secrecy. Heinicke was convinced that there was some

¹A. Farrar, Arnold on the Education of the Deaf, (London: Francis, Carter, Green Lane, Derby, 1923), p. 1.

²Ibid., p. 5.

strange mysterious power connecting the human soul and the organs of speech. Abbe de l'Epee, founder of the Royal Institution of Paris, was succeeded by Abbe Sicard, who made further improvements in the language of signs.

The first permanent school for the deaf in this country was established at Hartford, Connecticut, by Dr. Thomas Hopkins Gallaudet in 1817. The only college for the deaf in the United States now bears his name. Previous to the establishment of the school at Hartford, Conn., Dr. Gallaudet was prevailed upon to visit similar institutions in Europe. Failing to receive proper reception in England, Gallaudet proceeded to visit Abbe Sicard at the Royal Institution in Paris, where every facility of the French school was placed at his disposal. Gallaudet and one of Sicard's most celebrated pupils, Laurent Clerc, returned to this country in August, 1816 to establish the Connecticut school. This action was followed by the establishment of state schools for the deaf in New York (1818), Pennsylvania (1820), Kentucky (1823), Ohio (1829), Virginia (1839), and in Indiana (1844).¹

Other schools were established from time to time, until today there are in the United States:

¹Richard O. Johnson, "Corner Stone Address" Sixty-Fourth Annual Report of the Trustees and Supt. of The Indiana Institution for the Education of the Deaf and Dumb, (Indianapolis: State Printer, Sept. 30, 1907), p. 30.

66 Public Residential Schools, 115 Public Day Schools, and 23 Denominational and Private Schools. In January, 1948, there was a total of 18,316 students in the above listed schools.¹

Beginnings in Indiana

In 1830 there were 114 deaf persons in the State of Indiana, and by 1840 this number had increased to 312; still no provision had been made to educate them. In 1841 James McLean, a reputed graduate of the New York School for Deaf, came to Parke County, Indiana and opened a small school at his own expense. Though McLean's school for deaf continued only a few months and had no more than five or six pupils at one time, it marks the real beginning of such training in Indiana.

At the meeting of the General Assembly in 1842-43, two of its members, Mr. Bales and Mr. Coffin, presented a bill which passed both houses after some amendments. This bill made provisions for the establishment of a "Deaf and Dumb Asylum" and reads as follows:

"An Act to provide means to support a Deaf and Dumb Asylum in the State of Indiana"--

"SEC. 1. Be it enacted by the General Assembly of the State of Indiana. That, in addition to the sum of five cents levied on each one hundred dollars of property taxable in this State for the ordinary expenses of the State government, there shall be levied two mills additional on each one hundred dollars worth of property in this State, for the purpose of supporting a deaf and dumb asylum, and the necessary expenses attendant thereon, in this State.

SEC. 2. Said sum of two mills shall be collected

¹American Annals of the Deaf, (Vol. 93, No. 1, 1948), pp. 8-31.

in the same funds, and paid into the treasury, in the same manner as the State revenue, and shall be paid out by the Treasurer of State, for the education (and) maintainance of deaf and dumb persons of Indiana, pursuant to existing provisions of law.

SEC. 3. This act to be in force from and after its passage and publication in the Journal and Sentinel."¹

This was the first direct tax levy ever made for such a purpose.

In the summer of 1843, Mr. William Willard, in whose honor the park at Washington and State Streets is named, came to Indianapolis for the purpose of establishing a private school for the deaf. He toured the State at his own expense and visited families in which he could learn there were deaf children. He returned to Indianapolis and opened a private school at a point on the north side of Washington St., midway between Illinois and Capitol Streets. The beginning enrollment of six pupils increased to sixteen during the year.

The General Assembly, convening the following September, felt itself duty bound to take charge of and defray the expense on behalf of the State of the semipublic school now under way. On January 15, 1844, an act entitled "An Act to Establish an Asylum for the Education of Deaf and Dumb persons in the State of Indiana," was approved by Governor James Whitcomb and became a law. The first section of this act reads as follows:

¹Fourth Annual Report of the Trustees and Superintendent to the Governor, (Dec. 6, 1847), p. 30.

"Be it enacted by the General Assembly of Indiana, That the Governor of the State (James Whitcomb); Treasurer (Royal Mayhew), and Secretary of State (William Sheets), Henry Ward Beecher, Phineas D. Gurley, Love H. Jameson, Livingston Dunlop, and James Morrison of the County of Marion, and Matthew (Bishop), of the County of Putnam, and their successors, be and are hereby constituted a body politic and corporate, to be known by the style of the "Trustees of Indiana Asylum for educating the deaf and dumb," and by such corporate name and style sue and be sued, plead and be impleaded in any Courts in this State."¹

Thus Mr. Willard's school was taken over as a State institution and it became the second State institution of any kind to be established in Indiana-- the first having been Indiana University in 1822.

Growth and Changes

The first session of "The Asylum for Deaf and Dumb" began on October 1, 1844, in rented quarters, at the southeast corner of Illinois and Maryland Streets where it remained until October 1, 1846, when increased requests for enrollment necessitated moving to larger quarters.

The following excerpt, from the first report of the Board of Trustees to the State Legislature of Indiana, presents the most accurate available account of the actual establishment of the Indiana School for the Deaf:

To the Honorable, the General Assembly of the State of Indiana:

¹Ibid., p. 31

The undersigned committee, appointed for the purpose, by the Board of Trustees of the Deaf and Dumb Asylum of said State, do, in behalf of said Board under the requirement of the 13th section of an act entitled "An act to establish and Asylum for the education of Deaf and Dumb persons in the State of Indiana," approved January 15, 1844, now report, that they have spared no pains in the discharge of the important duties assigned them by the last Legislature, and that their efforts to prepare the way for opening the Asylum have been attended with an encouraging degree of success.

They have rented, for the use of the Institution for one year, at an expense of \$300, a large, commodious and pleasantly situated building, with pleasure grounds of sufficient extent to afford the pupils ample opportunity for exercise and recreation. Furniture, purchased at a cost of about \$1,000. The services of a Steward and Matron, every way qualified to superintend its domestic concerns, have also been procured. Mr. William Willard, a deaf mute, educated in the American Asylum at Hartford, Conn., has been engaged to take charge of the department of instruction at a salary of \$800 per annum. Mr. Willard was formerly employed, for several years, as an instructor in the Ohio Deaf and Dumb Asylum; and he comes to us recommended by the Principal and Trustees of that Institution, as eminently fitted for the station he purposes to fill. He had charge of a small school of deaf mutes in Indianapolis, during the winter of 1843--'4, and it is presumed no one who then witnessed the rapid improvement of the pupils under his instruction, will be disposed to doubt the extent or thoroughness of his qualifications as a teacher.

The requisite preparatory arrangements having been previously made, the Asylum went into operation on the first Monday of last October. Fourteen pupils were present at the commencement of the session. Two have since been added, making sixteen in all; which is the number now connected with the institution.

Of these 1 is from Carroll county.

1 is from Fayette county.

1 is from Vermillion county.

1 is from Randolph county.

1 is from Clarke county.

1 is from Dearborn county.

1 is from Monroe county.

2 are from Henry county.

2 are from Bartholomew county--and

3 are from Tippecanoe county.

The Trustees are happy to be able to say, that

they regard the Asylum as having opened with the most cheering prospects; and, that under the smiles of a kind Providence, nothing but the continued countenance and liberality of the Legislature will be necessary to insure its permanent success. An institution so benevolent in its design, certainly deserves to be regarded with the warmest interest and solicitude by all the friends of humanity. No portion of the community has stronger claims on the sympathy, or stands more in need of the fostering care of the commonwealth than the deaf and dumb. Experience has abundantly shown that, though deprived of speech and hearing, their minds can be approached through other avenues by the lights of knowledge, and they can be thereby qualified for stations of usefulness and the highest rational enjoyments. Indeed, the difference between the uneducated and the educated mute is almost incredible. The former "wends his weary way" through life in ignorance and obscurity--often an object of charity, and almost a burden to himself: but the latter, gladdened by the genial ray of knowledge, and fitted for the discharge of duty, becomes a blessing to his friends and to society, acts well his part as a member of the great human family--enjoys the present, and looks forward to the future with cheerfulness and hope.

But it is unnecessary to urge upon your honorable body the claims of a cause, which former assemblies have espoused with a zeal that does honor to the State; and the importance of which we know you will not fail to appreciate.

We, therefore, close this report, by respectfully recommending that, with a view of promoting the more extensive usefulness of the Asylum, the present assessment for its benefit of two mills on the hundred dollars be raised to one cent on the hundred dollars. This would afford a sum sufficient to enable the Board of Trustees to admit, free of charge, all indigent pupils who might wish for the present to be received into the Institution--whereas, with the limited means now at the command of the Trustees, many such applications must be refused. Let it be borne in mind that the parents and friends of those deaf mutes, who would wish to enjoy the advantages of the Asylum, are, with comparatively few exceptions, in indigent circumstances--and it seems hard that they should be shut out from the Institution for the want of means, when so light an assessment as one cent on the hundred dollars would put them in possession of its privileges without expense.

We would further recommend, that the house and lot which have been rented for the present use of the Asylum, be made its permanent property by purchase,

provided they can be obtained on just and equitable terms.

It will be perceived from section 11 of the act above referred to, that it devolves upon the House of Representatives to choose, during their present session, five trustees in lieu of those appointed at the last General Assembly. All which is respectfully submitted.

By order of the Board of Trustees,

P. D. Gurley Com. of
R. Mayhew the Board¹

On October 1, 1846, the school opened in a large three-story building on the south side of Washington Street, midway between Pennsylvania and Delaware Streets.

The 1845-46 Legislature, following much discussion and many generous propositions, especially from Bloomington in Monroe County, located the school permanently in Indianapolis. Three thousand dollars was appropriated for a site, and the Trustees subsequently purchased a tract of land, part of which is now Willard Park.

Buildings were erected and ready for occupancy by 1850. During the period from 1843 to 1850, the school's enrollment had grown from six to one hundred twenty-five students. By the end of the first year in the new buildings, the enrollment had reached 141 students who were taught by a staff of six teachers, including Supt. Brown.

As Mr. Willard was deaf, it had been contemplated from the first to appoint a Principal who could hear and speak. This intention was carried out by the appointment

¹First Annual Report of the Trustees of the Indiana Asylum for the Education of the Deaf and Dumb to the Legislature of the State of Indiana, (Indianapolis: 1844)
pp. 3-5

of James S. Brown in 1846. In 1848, his title was changed to superintendent and has remained the same until the present time.

An event, ranking in importance with that of the school's founding, occurred on January 15, 1846 when the Legislature adopted the policy of free education for the deaf of Indiana. Indiana has the distinguished honor of being the first state to make such provisions.

In 1853, Mr. Brown resigned as superintendent to take charge of founding a similar institution in the State of Louisiana. He was succeeded by Rev. Thomas MacIntire, who continued as superintendent for twenty-seven years. Many improvements to the physical plant were made during Rev. MacIntire's long term, and the prolonged efforts to secure shops for trade training were realized. During his term the enrollment increased from 121 to 328 students.

Rev. MacIntire was succeeded by Dr. William Glenn in 1879, under whose administration the enrollment reached 374. As the primary concern of this period seemed to be that of reducing the cost of operation, few improvements to the plant were made during Dr. Glenn's term of office.

In 1879 Dr. Glenn was succeeded by Mr. Eli P. Baker under whom training in speech and lip reading gained considerably. Mr. Baker introduced the aural method which aims at the development of residual hearing. A print shop was opened on Nov. 8, 1887.

In 1889, Richard Otto Johnson began his distinguished thirty-year leadership of the school (1889-1919). During his long administration, many improvements were made in both the plant and in instruction. New buildings were added and new trades introduced. A purely oral class was begun by Mr. Johnson in 1892. The length of the complete course was increased from seven to thirteen years, and this period marked the beginning of departmental instruction. In 1890, Mr. Johnson began a one year normal training course for teachers of the deaf, and by 1906, thirty young teachers had received training.

The General Assembly in 1907 changed the erroneous name of the Asylum for Deaf and Dumb to the more accurate and appropriate title, "The Indiana State School for the Deaf," and declared it an educational institution. In 1909, the legislature passed another much needed law which provided for compulsory attendance of all deaf children between the years, eight and sixteen. In 1913, the age limits were changed to seven and eighteen, respectively.

A steady increase in enrollment and deterioration of buildings necessitated reconstruction, addition of more buildings, or the planning of a new and larger school. The latter course was taken, and the long-awaited move from the old plant at Washington and State Streets to the new location at Forty-Second Street and Monon Railway, took place in 1911.

Education for the Deaf suffered immensely during the First World War, as in 1918, the school was ceded to the United States War Department for training purposes. Due to the slow demobilization following the war, the school did not reconvene until September, 1919. The only known attempt to instruct the Deaf by correspondence was made during this period.

In July, 1919, Dr. Johnson's long and successful administration ended, and Dr. Pittenger was appointed superintendent. The school grew to the record attendance of 455 students in a single year during his superintendency. Dr. Pittenger was successful in securing funds for a nine-month term which has been maintained since that time.

In 1935, Dr. Pittenger was succeeded by the present incumbent, Mr. Jackson A. Raney, under whom the enrollment has reached an all-time high of 492 students in a single year. Mr. Raney's zeal, foresight, and tireless efforts have been an inspiration to the faculty and have been the source of many needed improvements, both educational and physical. The school's representation in Gallaudet College, the only college for Deaf, has been as high as sixteen in one year, and has averaged approximately nine per year since Mr. Raney's appointment as superintendent. The School's library has been vastly improved, and the establishment of standards for teachers has greatly improved the teaching staff. Trade training has been facilitated

and improved by the conversion of a former dairy barn into a vocational building. Other shops were moved to better quarters, and a general shop for girls was opened.

One of Mr. Raney's greatest contributions, educationally, has been the initiation and promotion of an extensive extracurricular program which has been and continues to be of inestimable value. In recent years, football has been reintroduced and track begun. In 1942, the School was admitted to the Indiana High School Athletic Association.

In 1942, after sustained efforts over a period of six years, the School for Deaf was granted a continuous commission for grades one to ten inclusive. This campaign was concerned with up-grading the faculty and developing the curriculum to the point where it would be acceptable to the laws governing the commissioning of public schools of the State of Indiana.

By 1943, 4,210 deaf citizens of Indiana had received training at the school.

Present Status

The remarkable progress of the Indiana State School for the Deaf, since its humble beginning in 1843, is still continuing apace under the capable administration of the present superintendent, Mr. J. A. Raney. Following the trying experience of the recent World War, the school again is in an era of vast improvement. Though the School for Deaf does not

operate under the control of the State Department of Public Instruction, the energetic efforts of Mr. Raney enabled the teaching staff to profit according to the provisions of the new salary schedule for teachers in Indiana.

Numerous repairs have been made recently, and at the present time, a complete new electrical system is being installed to eliminate former fire hazards and to provide more efficient lighting for classrooms and other areas.

The Indiana State School for the Deaf is still located on the beautiful seventy-seven acre site directly north of the Indiana State Fair Grounds. The complete course requires fourteen years, and the school term is nine months. During the past year 352 students were enrolled. The school is organized into five departments as follows: Advanced or High School, Intermediate, Primary, Girl's Vocational, and Boy's Vocational. Students reside at the school for the full nine months, excepting vacations. The School for the Deaf is free to all eligible applicants, and parents are asked to furnish only clothing transportation to and from school, and a small fee to include such items as movies and a small account for the student.

CHAPTER III

MATERIAL EQUIPMENT

Buildings

The first session of the Indiana State School for the Deaf began on October 1, 1844, in a rented house on the south-east corner of Illinois and Maryland Streets. This house, owned by George W. Stipp, was occupied for two years at a cost of \$300 per year.

On October 1, 1846, due to the increase of "scholars" it was necessary for the school to move to new quarters in a large three story building of imposing appearance on the south side of Washington Street, midway between Pennsylvania and Delaware Streets.¹ The original amount of rent for these new quarters (\$500 per year) increased to \$840 by the year 1850. In the year 1847, the Trustees in their annual report made the following statement relative to these new buildings:

The buildings we are occupying, having been erected for other purposes, are invariably found altogether inconvenient for the uses to which we wish to apply them. This inconvenience could be endured, with a little patience, were it not the source of constant expense. The temporary repairing and fitting up of

¹Third Annual Report of the Indiana Asylum for Educating the Deaf and Dumb, (Indianapolis: 1846), p. 7.

rooms for the purpose of securing necessary comfort for the inmates, is a constant drain upon the funds of the Asylum.¹

On October, 1850, the seventh annual session of the school began in the new buildings at Washington and State Streets. Part of this original site is now occupied by Willard Park on East Washington Street. Construction on these buildings had begun two years previously in the latter part of 1848.

The main building, as shown in Fig. 1 was 256 feet long, and was divided into a center building, seventy-four by fifty-six feet; two lateral wings which were sixty-five by thirty-three feet; and two transverse wings which were twenty-six by forty-five feet, their width making up part of the overall length of the building. The center building projected, front and rear, five feet beyond the walls of the lateral wings. The front of this main building faced west toward State Street.

Under the whole building was a cellar in which were placed eight Walker's Patent Hot Air furnaces. In the basement under the center section of the building was placed a dining room (seventy by thirty feet) capable of seating 200 persons.²

¹ Eighth Annual Report of the Indiana Asylum for Educating the Deaf and Dumb, (Indianapolis: J. C. Chapman, State Printer, 1851), p. 27.

² Ibid., p. 31



Fig. 1.--Main building of the Indiana Institution for Education of the Deaf and Dumb in 1850. (from original print)

On the third floor of this main building was placed a cistern into which all the water which fell on the center section was drained. This water, conveyed by leaden pipes, was used in the kitchens, in washrooms, and in other areas of this building. Numerous employees of the school were given quarters in basement rooms, and other basement rooms were used for storage. There were five rooms in the lateral and transverse wings on each side of the center section.

The first floor of the main building contained a reception room twenty nine feet by eighteen feet, a private room twelve by eighteen feet, a main office sixteen by eighteen feet, a matron's room twenty-nine by eighteen feet, a superintendent's room twelve by eighteen feet, a line of closets six feet wide, a matron's bedroom, a boy's study hall and a girl's study hall. The girl's study hall was sixty-nine feet long and twenty-nine feet wide (in the north wing), and the boy's study hall was similarly arranged in the south wing.¹

The second story of the center section was divided by halls as the first floor below it and also had a similar tier of closets. The rooms on the second floor of the center section were approximately one-half the size of those on the first floor. These rooms were occupied by officers of the school, with the exception of a room in the south-west corner which was used for the office of the school physician.

The second floor of the north lateral wing was occupied as the girls dormitory. Immediately adjoining the girl's dormitory in the north transvers wing were two rooms, eleven by nineteen feet and eleven by nine feet. These were used as dressing and baggage rooms respectively. Beyond these rooms there were two other rooms which were used by the girls in case of illness. A similar arrangement for boys was made on the second floor of the south wings.

The third floor of the center section and the attic floor of the wings were used as dormitories. The

¹Ibid., p. 35.

attic story of the center section was used also as a dormitory for boys. The garret and cupola were immediately above this attic story.

The school house, a two story building, was situated one hundred feet in rear of the center section of the main building. It was one hundred thirty-four feet long from north to south. The center building was fifty-two by forty two feet, and the two wings were forty-one by thirty-eight feet. The whole of this building was divided into seven school rooms, a cabinet for illustrative objects, two composition rooms and a chapel, making eleven rooms in all.¹

The plan of the first floor of this school building is shown in Figure 2 on the following page.

Other buildings, shown in Figure 3, were the conservatory (greenhouse), boiler and engine house, machine shops, ice house, barn and stables, carriage house, shops, and the wood house.

The whole cost of the main building and the school building was stated in the architects report of Dec. 5, 1849.

The cubical contents of the entire buildings are 764,000 feet. The cost when completed will be fifty-five thousand dollars or seven and one-third cents per cubic foot.²

Mr. Willis, the architect, in order to justify the expense, went on to describe and give the costs of other buildings erected about the same time. He gave as examples the cost of several famous buildings such as the Trinity

¹Joseph Willis, Architect's Report, Dec. 15, 1849.

²Ibid.

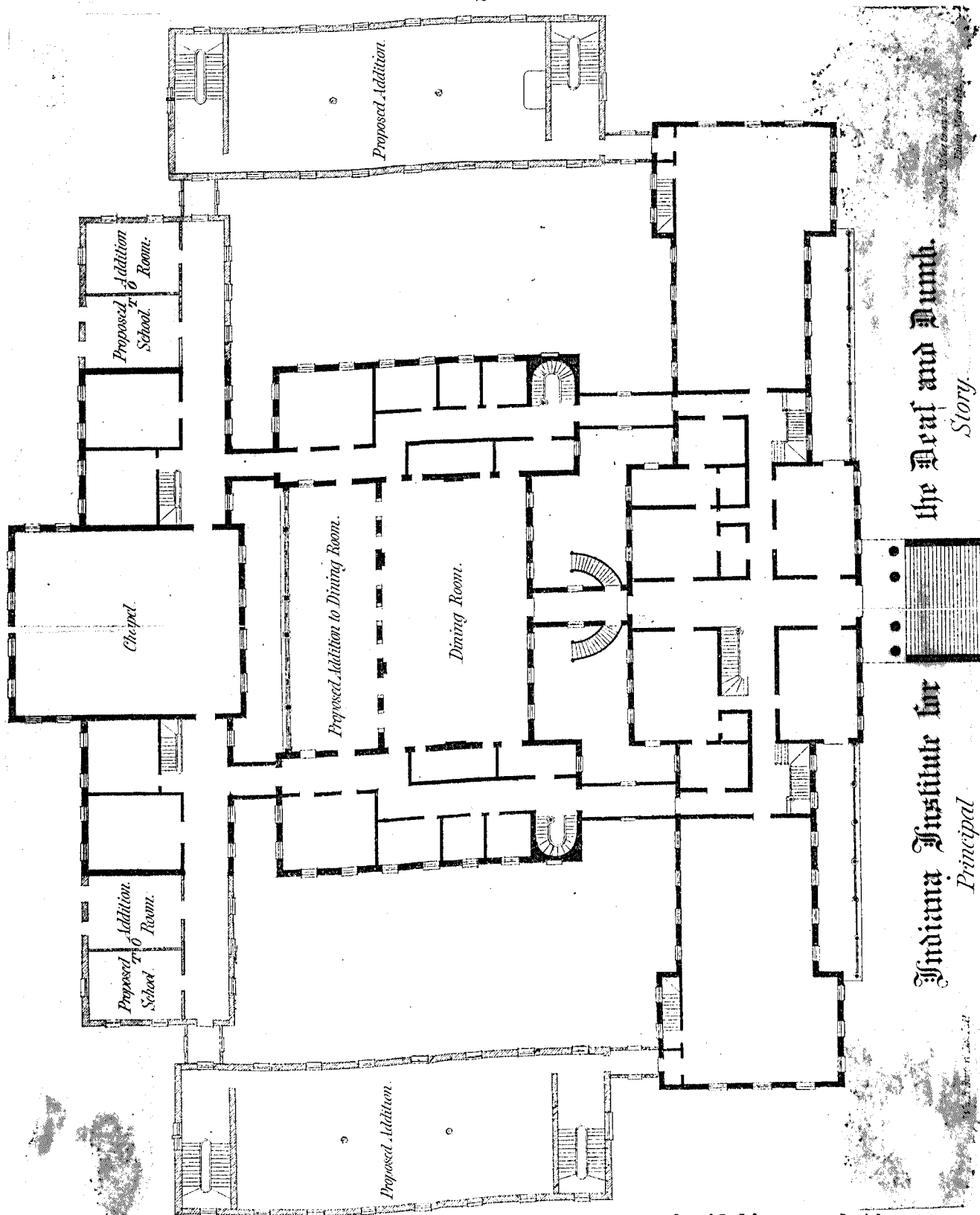


Fig. 2.--first floor of the main building and the school building, 1850-1911.

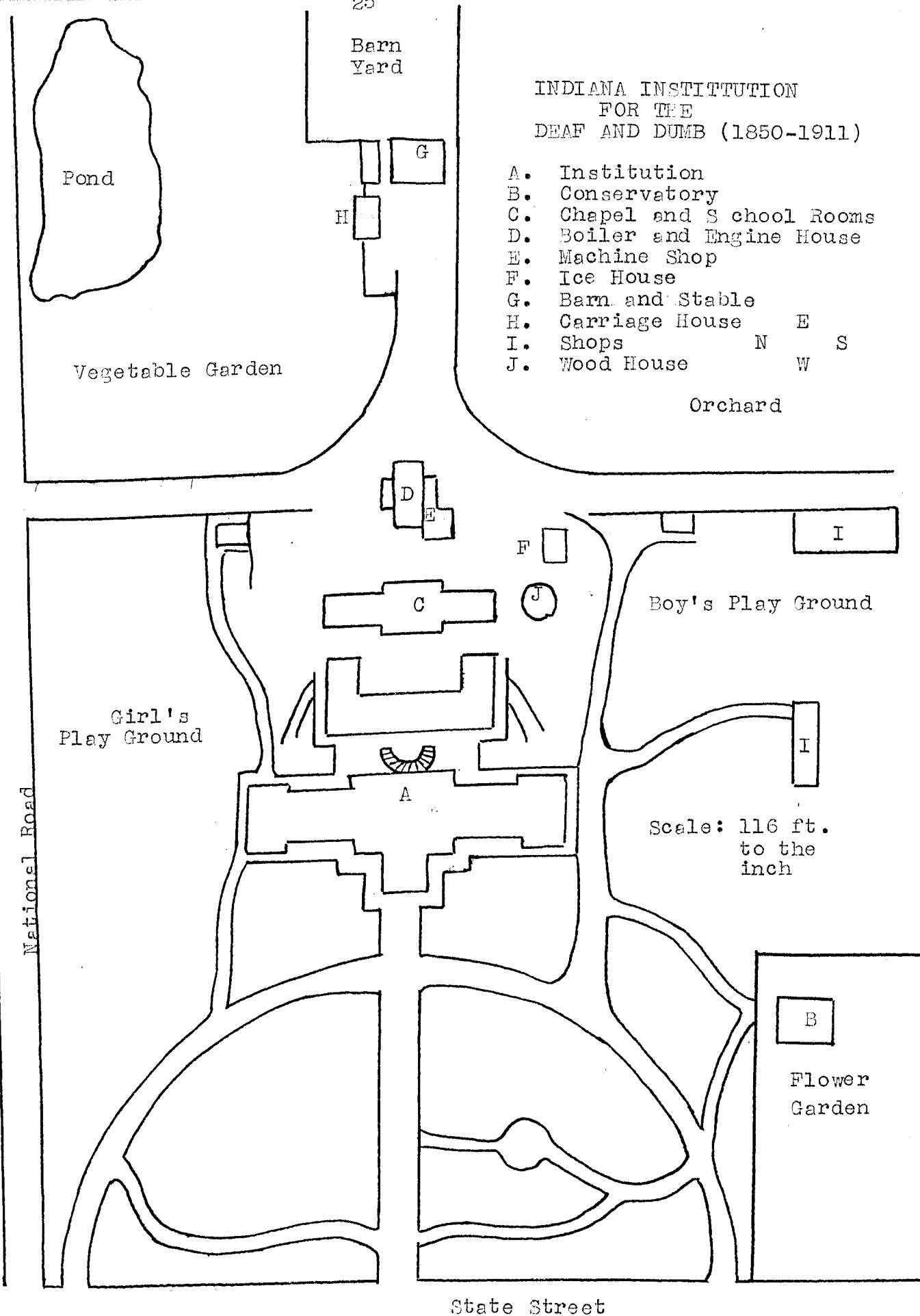


Fig. 3

Church in New York which cost approximately forty-one cents per cubic foot.

Between the years 1851 and 1853, the General Assembly appropriated \$6,000 for the erection of shops for trade training. With this appropriation in 1853, a brick cooper's shop was erected and furnished with tools and stock. In 1854, another shop building was erected--one part of which was build for a shoe shop, one part for a tailor shop, and a third section for carpentry.

In 1868, a building to house an additional one hundred pupils was erected at a cost of \$42,500, and was subsequently occupied in 1870.

The new school on Forty-Second Street was occupied on October 11, 1911 at the beginning of the sixty-eighth annual session. The following building chronology gives the sequence of events concerning these new buildings:

March 9, 1903	Building Commission established
Sept. 15 to 30, 1904	Old place sold
May 12, 1905	New site purchased
July, 1906	Contracts for new buildings
Aug. 25, 1906	Ground broken
May 31, 1907	Corner stone laid
Oct. 11, 1911	Buildings occupied
June 9, 1912	Dedication ¹

The general plan of the new school, and of the school as it stands today, included the following buildings: administration building, school building, dining hall,

¹ Sixty-Ninth Annual Report of the Indiana State School for the Deaf to the Governor, (Indianapolis: Wm. B. Burford, Contractor for State Printing, 1913) p. 23.

social hall, kitchen and bakery, storehouse with cold storage facilities, boy's dormitory, girl's dormitory, boy's and girl's industrial buildings, hospital, power house, laundry, stables, dairy barn, green house, and a dwelling house for the superintendent.

Though most of the buildings were completed, appropriations have never been made to construct the administration building called for in the original plans.



Fig. 4.--Present school and administration building. Superintendent's dwelling on the extreme right. Building first occupied in 1911. (from the original plates)

Though the administration building has never been built, it was to include:

a general office for the superintendent; offices for the bookkeeper, clerk, record clerk, telephone operator, and others; a record vault, document rooms, a reception room for parents and other visitors, and a basement.¹

The school building, illustrated in Fig. 4, now houses the administrative offices and contains forty-two school rooms, chapel, an auditor's office, a gymnasium, library, museum, reception rooms for visitors, girl's vocational shops, the printing shops, and storage rooms.

The school building is a two story structure of French-modern American style. It faces south toward Forty-Second Street and forms the southern border of a quadrangle formed by three other buildings--the two dormitories and the dining hall.

Figures 5, 6, 7, and 8, on the following pages, give a fairly accurate picture of the arrangement and size of the various buildings as they now stand.

The actual cost of each of the buildings now occupied at the Indiana State School for Deaf is shown in Table I on page 32.

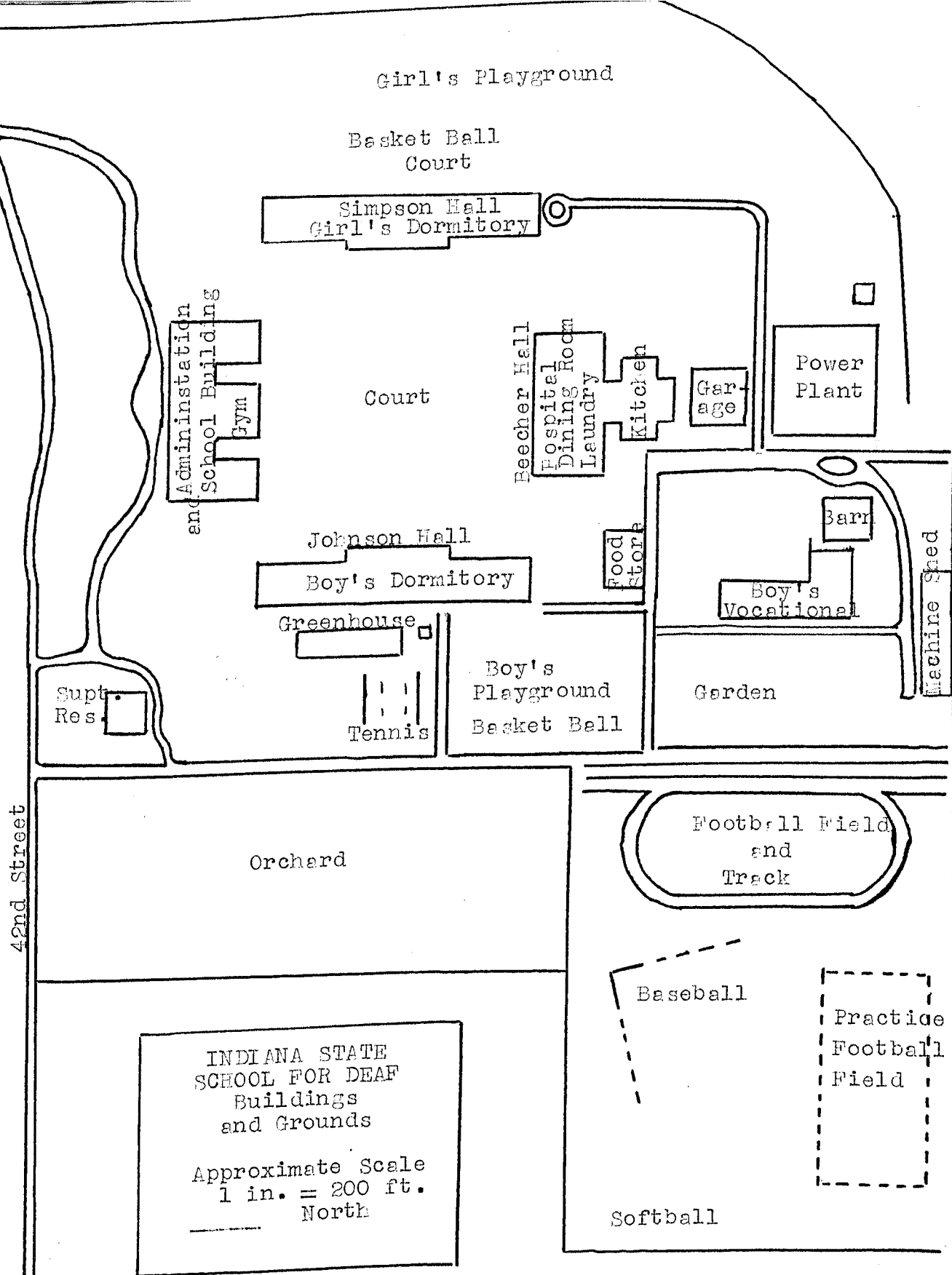
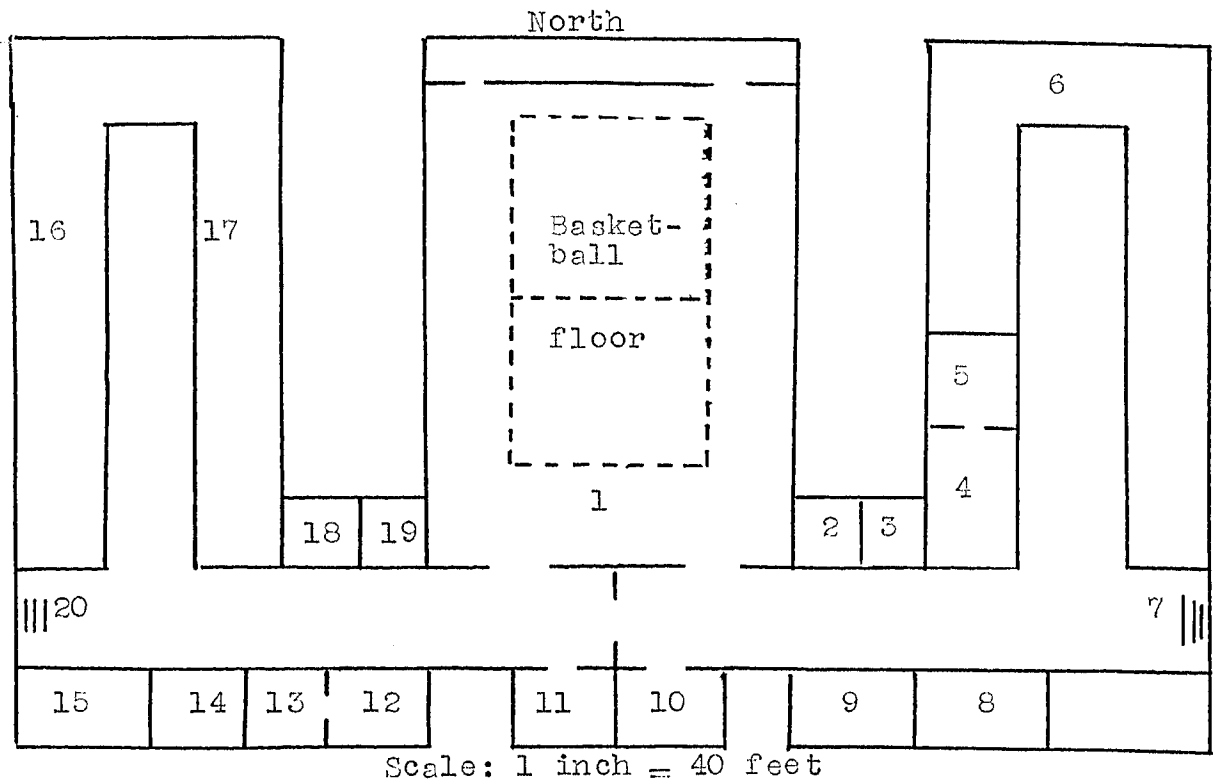


Fig. 5.--Buildings and grounds of the
Indiana State School for the Deaf



- | | |
|---------------------------------------|---|
| 1. Gymnasium | 11. Office, Girl's P. E. Director |
| 2. Towels and Supplies | 12. Girl's locker and dressing room |
| 3. Storage room | 13. Girl's shower room |
| 4. Boy's locker and dressing room | 14. Girl's toilet |
| 5. Boy's shower room | 15. Storage room |
| 6. Print shop and classrooms | 16. Museum and craft shops |
| 7. Tunnel entrance to boy's dormitory | 17. Storage rooms and classrooms |
| 8. Storage room | 18. Dressing room |
| 9. Boy's toilet | 19. Towels and supplies (girls) |
| 10. Office, Boy's P. E. Director | 20. Tunnel entrance to girl's dormitory |

Fig. 6--Basement floor of the school building

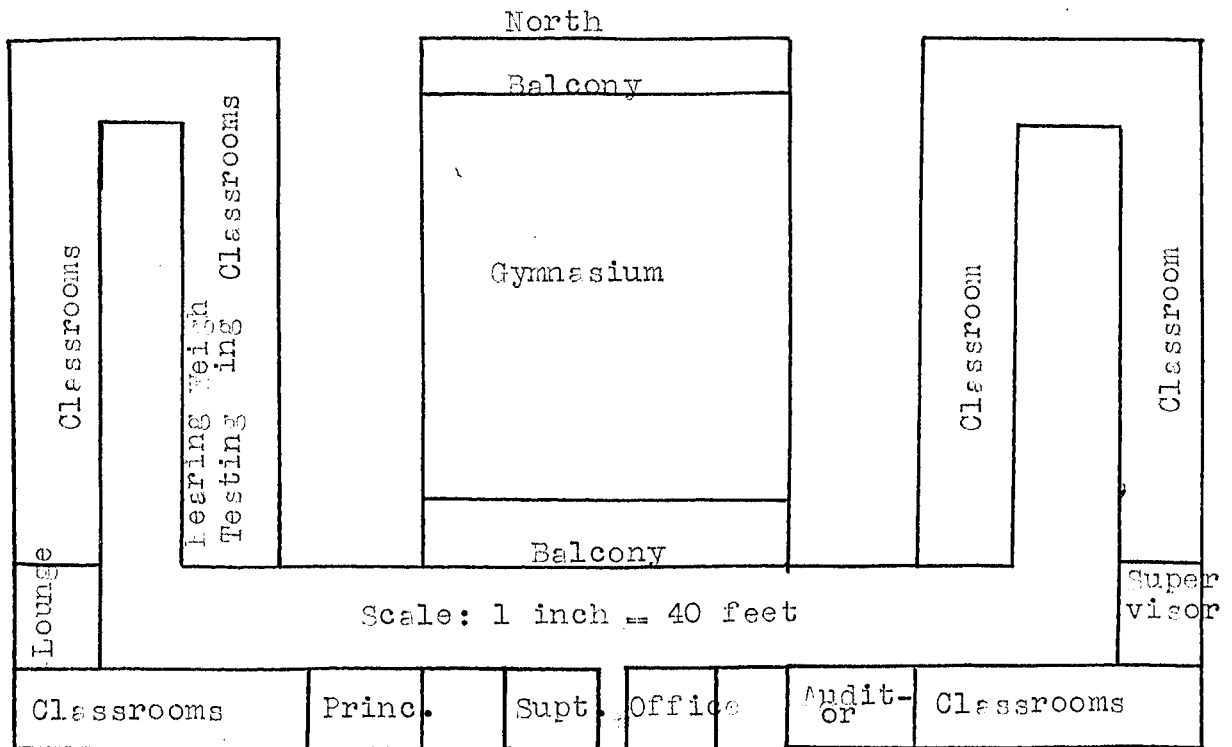


Fig. 7.--First floor of the school building.

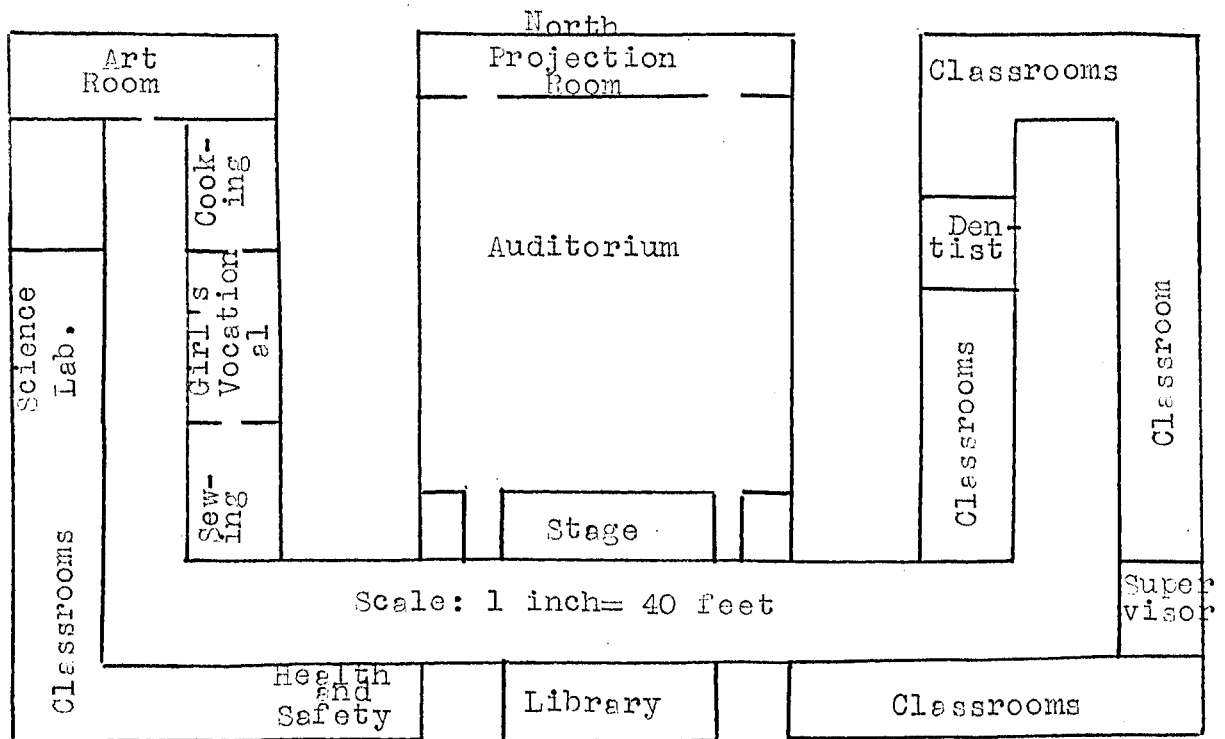


Fig. 8.--Second floor of the school building

TABLE 1

COST OF PRESENT BUILDINGS AT THE INDIANA
STATE SCHOOL FOR DEAF*

Building	Cost
Schoolhouse	\$179,167.91
Dining hall	74,215.87
Power house, stack and Tunnels	26,498.96
Boy's Dormitory	161,100.38
Girl's Dormitory	167,147.31
Dwelling house	10,000.00
Storehouse	6,231.82
Barn	2,061.28

*

Sixty-Ninth Annual Report of the Indiana State
School for the Deaf, (Indianapolis: Sept. 30, 1912), p. 23.

Grounds

The first mention of grounds in the records of the Indiana State School for the Deaf is found in the first annual report.

The Trustees have rented, for the use of the Institution for one year, at an expense of \$300, a large, commodious and pleasantly situated building, with pleasure grounds of sufficient extent to afford the pupils ample opportunity for exercise and recreation.¹

The Legislature of 1845 made an original appropriation of \$3000, and later, an additional appropriation of \$3000 for the purchase of a permanent site for the institution. After considering several locations, the Trustees finally selected a farm of eighty-four acres on the south side of National Road (now Washington Street) about one

¹First Annual Report of the Trustees of The Indiana Asylum for the Education of the Deaf and Dumb, (Indianapolis: 1844), p. 1.

and one-fourth miles from the center of Indianapolis. Mr. Willard's farm of twenty acres was rented in 1847 for farming purposes.

In 1850, thirty-six more acres of land, contiguous to the original eighty-four, were purchased, making a total of 120 acres.

In 1869, eighteen acres of this land was taken by the State of Indiana as a site for a Women's Prison and Reform School for Girls, leaving the Institution in possession of 104 acres of land valued in 1894 at \$276,000.00

In 1849, an orchard of several varieties of fruit trees was planted, and a cemetery was laid out to furnish a burial place for students who might die at the school.

A clear description of the present grounds was made in the Sixty-Second Annual Report of the school for the year ending October 31, 1905.

On May 12, 1905, there was bought for the new site, a tract of land lying immediately north of the State Fair Grounds containing exactly 76.93 acres, the south line of the tract running east along Forty-Second Street, and the west line north along the right-of-way of the Chicago, Indianapolis, and Louisville Railway (Monon), the distance from the center of the city being four miles north and one-half mile east. The land was transferred by William Wolverton of Butler County, Ohio to the State of Indiana for the Institution for the Education of the Deaf and Dumb, for the sum of \$31,386.00 by a warranty deed, which was recorded in the office of the recorder of Marion County, Indiana, May 15, 1905.¹

¹ Sixty-Second Annual Report of the Indiana Institution for Educating the Deaf and Dumb. (Indianapolis: Oct. 31, 1905), p. 31

Figure 5, on page twenty-nine, shows the size and uses of the present grounds of the Indiana State School for the Deaf.

Instructional Supplies

The first pupils of the school were required to pay a tuition fee to cover all expenses except clothing and travel expenses to and from the school.

Pupils from this State shall be provided for by the Institution in all respects, clothing and travel expenses excepted, at the rate of seventy-five dollars per annum; and pupils from other states at the rate of one Hundred Dollars per annum.¹

During the first years of the school, the Steward contracted to board each pupil at the above listed fee, indicating that State funds were used to furnish all instructional supplies. In the second year following the institution's founding, Mr. Brown traveled east to visit other schools. While he was there, he purchased a few elementary books for the school and sent to Wales for fifty slates.

That numerous text-books and other materials were added from time to time is indicated by the financial records of the school. Itemized lists of instructional supplies are included in the annual reports because in 1853, the legislature passed a law which made it mandatory for the superintendent to submit the amount of all

¹Second Annual Report of the Asylum for Educating The Deaf and Dumb, (Indianapolis: State Printer, 1845) p. 7.

expenditures made since the previous report and for what the purpose. The first such itemization in 1853 included the following instructional supplies:

For 11 doz. Fulton and Eastman's copy books ..	\$11.00
For 48 copies, Peet's Scripture Lessons.....	7.20
For 29 Union Question Books.....	1.81
For blank books.....	43.60
For 17 copies Smith's Astronomy.....	10.63
For 30 copies Davies' Arithmetic.....	6.11
For 1 American Almanac.....	1.00
For 1 Landscape Gardening.....	3.00
For Pictorial Sunday Book.....	4.50
For Map of Indiana.....	3.00
For 18 Butler's Grammars.....	1.88
For 33 Ackerman's Natural History.....	12.38
For 78 copies of Peet's Course of Instruction.	43.50
For Map of Indianapolis.....	5.00 ¹

Another example of early instructional equipment is a list of items purchased for "The High Class" in 1867. These items were: an air pump, an electrical machine, a microscope, an orrery, a gyroscope, an induction coil, a barometer, a telegraph model, a magic lantern, a set of French measures and a pair of terrestrial and celestial globes.

An unusual item of equipment was used in the composition rooms of the old school building at Washington and State Streets. The composition rooms were used for the classes when writing their compositions, during school hours. Each of these rooms (2) was furnished with a large

¹ Tenth Annual Report of the Institution for Educating the Deaf and Dumb, (Sept., 1853), p.21.

² A contrivance showing the relative motions of the solar system.

wheel supporting twenty-eight slates four feet four inches long and two feet two inches wide at the bottom, and two feet wide at the top. The pupils on coming into the room, wrote their compositions on these slates, then took their seats, elevated one above another at one end of the room. The matter written upon the slate immediately in front was first corrected, the whole class having a full view of each line. This done the wheel was turned and another slate presented.

After the year 1846, all supplies were furnished free of charge. Numerous maps, globes, and other materials of this type were continually added. The itemized lists in the financial statements of the school verify the above statement.

Frequently the school was the recipient of gifts which included money, maps, books, atlases, almanacs, shell collections, fossils, coin collections, pictures, newspapers, and magazines. Lists of books and other materials received in this manner were recorded in the annual reports. (see pages 37,38).

Equipment and materials received in trade training shops have always been provided by the school.

By 1925, the school had purchased its own movie projector and was extensively using free and rented films.

The Indiana State School for the Deaf is, at present, well equipped with a variety of instructional supplies including numerous types of visual aids such as the following:

1. Two slide projectors.
2. Catalogued film slides for geography, history, health, and reading classes.
3. Two 16 mm. movie projectors.
4. One 35 mm. movie projector.
5. Movie films ordered for the entire year. These include current full-length features to be shown once weekly and shorter educational films to be shown at weekly assembly programs.
6. One 35 mm. movie camera.
7. One Baloptican for projecting pictures or book material on a screen or wall.
8. Stereoscopes and a collection of stereoscopic pictures.
9. World, United States, and Indiana wall maps for all intermediate and high school classrooms.
10. Recent economic maps on a tripod stand which may be transported from room to room.
11. World News of the Week map for high school classes.
12. Globes (20 in.) for all intermediate and high school classrooms.
13. Several hundred mounted pictures which are filed and catalogued for classroom use.
14. A three room museum containing model homes, model farms, models of state parks, antiques, models of costumes, stuffed birds, stuffed animals, Indian relics, old firearms, rock and ore collections, fossils, coin collections, craft exhibits, human skeleton, and life-size plastic models of parts of the human body.
15. Wall charts for speech training and lip reading classes.
16. Two hundred or more square feet of slate blackboard in each classroom.

The use of group hearing aids is a comparatively recent addition. In general, a group hearing aid consists of a microphone for the teacher and a headset for each pupil.

A small dial on each desk allows the pupil to select the most comfortable volume. Up-to-date text books are used, and the shops for both boys and girls are supplied with modern equipment. A fully equipped modern kitchen is maintained for the Home Economics department. A new movie projector has been added recently, and arrangements are made for frequent and regular film showing.

The Institution furnishes uniforms and equipment for the physical education and athletic programs which include football, basketball, track and baseball for boys and a variety of intra-mural sports for girls.

Library Equipment

Almost yearly from the founding of the Indiana State School for the Deaf, there were numerous gifts of books and money for the library. All of the administrators recommended additional appropriations for library purposes.

The following excerpt from the Fourteenth Annual Report in 1857 indicates one of the ways in which the library was improved:

Contributions

The Tatler, 4 vols.; The Spectator, 8 vols.; The Guardian, 3 vols.; The Rambler, 3 vols.; Grote's History of Greece, 12 vols.; Kane's Artic Expedition, 2 vols.; Benton's Thirty Years, 2 vols.; Bayard Talor's Encyclopedia of Modern Travel, 1 vol.;--by the young ladies of the Institution, from the proceeds of fancy articles manufactured by them.

Chamber's Miscellany, 10 vols.--purchased with a donation of money made available by Mrs. Eliza Fryburger of Connersville.

U.S. Coast Survey, 1854, together with other valuable Congressional Documents,--by the Hon. Jesse D. Bright.

Messages and Documents, 1856-57, Patent Office Report, 1855, together with other valuable Congressional Documents--by Hon. Lucien Barbour.¹

Churches and other civic organizations periodically donated funds or books. Caleb Mills, then Superintendent of Public Instruction in Indiana, in 1856, donated forty-one volumes. The titles of these books were not enumerated nor did the acknowledgment indicate the nature of their content. This was the case with many of the larger donations. Many of the books, such as those listed on page 37, apparently had little practical value if the reading abilities and interests of present students are used as criteria. From this early date until the present, direct appropriations have been made for library purposes. These appropriations have been more regular since the school was commissioned in 1942, and Mr. Raney's interest in this phase of the school has made the library one of the finest to be found in any institution of this type. Although some of the first financial records gave exact amounts of expenditures for the library, later library appropriations were classified under the heading "educational and recreational" thus prohibiting accurate figures for subsequent years. The lowest amount expended in a single year as shown by available records

¹Fourteenth Annual Report of the Institution for Education of the Deaf and Dumb, (1856), p. 42.

was \$6.59 in 1893 and the highest amount, \$400.00 in 1940. An expenditure of \$217.38 in 1859 was one of the largest amounts spent for the first library. Since 1942, the appropriations have averaged seventy-five cents or more per student capita based on the average daily attendance. For example, the average daily attendance of 370.9 in 1944 would require a minimum appropriation of \$278.25.

The school now subscribes to the following periodicals and newspapers for both pupils and teachers: The Grade Teacher, The Instructor, The Volta Review, American Annals of the Deaf, Scholastic, School Arts, Life, Newsweek, Time, Reader's Digest, American, The National Geographic, Popular Science, Popular Mechanics, Saturday Evening Post, Colliers, Wee Wisdom, Ford Times, Our Weekly Reader, The Young Citizen, The Indianapolis News, The Indianapolis Times, and The Indianapolis Star. Our own school publication, The Silent Hoosier, is exchanged with that of a great number of the Public Residential Schools for the Deaf in the United States.

In the beginning the school was fortunate in receiving numerous gratuitous publications. In 1851, the following gratuitous periodicals were received:

Jones' Vincennes Sentinel	Daily State Sentinel
Daily Indiana Journal	Vincennes Gazette
Lafayette Weekly Journal	Richmond Palladium
Madison Dollar Weekly	Indiana American
Courier	Franklin Democrat
The Winchester Patriot	The Jeffersonian
The People's Friend	Christian Record
Democratic Pharos	Indiana Register
St. Joseph Valley Register	Democratic Register
The Indiana Jacksonian	Lafayette Courier

The Democratic Clarion
Danville Weekly Advertiser
Miami County Sentinel
Putman County Sentinel
Delphi Weekly Times
The White River Standard

Mongomer Journal
Perrysville Eagle
Vanderburgh Democrat
Vanderburgh Democrat
The New Albany Ledger
Bluffton Banner¹

¹ Eighth Annual Report of the Indiana Asylum for
Educating the Deaf and Dumb, (Indianapolis: 1851), pp. 42-43.

CHAPTER IV

ADMINISTRATION: FINANCIAL REPORT
AND GENERAL MANAGEMENTMeans of Support

The State of Indiana has seen fit to provide funds for the support of educating the deaf since the first school for the deaf was established in this State by James McLean in 1842. Though McLean's school lasted only a few months, the Legislature subsequently recognized and commended this service and a joint resolution was approved on February 11, 1842, authorizing the Treasurer of the State to pay to McLean the sum of \$200. This was the first act of the Legislature in regard to the Deaf on the statute books of Indiana.

On February 13, 1843, the General Assembly approved "An Act to provide means to support a Deaf and Dumb Asylum in the State of Indiana."¹ This law, quoted on page 8 of this history, provided for a tax of two mills on each hundred dollars of taxable property in this State. At the session of the 1844-45 Legislature, this tax was raised to five mills, and again in 1847, the assessment

¹First Annual Report of the Indiana Asylum for Educating the Deaf and Dumb for the year 1844, (Indianapolis: 1844), p. 30.

was raised to fifteen mills. By 1852, the levy had reached the figure of two and one-fourth cents on each hundred dollars of taxable property in the State. The following amount are the only references in the school records relative to the total revenue produced by these levies: 1844--\$2122.75, 1847--\$15,000.00, and during the last year of the tax system in 1851--\$40,000.00.

This direct tax plan continued in effect until the new constitution was adopted in 1852, when the assessment law was repealed, and current expenses of the Asylum were chargeable directly to the State Treasury. The continued existence of the Institution was guaranteed in this new State Constitution of 1852. A similar plan of support still exists, and appropriations are made at each meeting of the State Legislature, that is, each regular biennial meeting.

Table 2 on page 44 gives the total yearly expenditures of the Indiana State School for the Deaf. In this table, only the first and each succeeding tenth year is given, as this was considered sufficient for illustration and comparison.

Though the 1852 Constitution guaranteed the existence of the Indiana State School for the Deaf, in March 1857, the General Assembly adjourned without the assessment of taxes or provision for appropriations. For this reason it was necessary to suspend the operation of the school on April 10, 1857, and it did not reconvene until the following September when the State advanced

sufficient funds. This is the only instance of such neglect on the part of the General Assembly.

TABLE 2

TOTAL YEARLY EXPENDITURE OF THE INDIANA STATE
SCHOOL FOR DEAF FOR THE FIRST AND EACH
SUCCEEDING TENTH YEAR

Year	Expenditure
1844	\$3,237.00
1854	\$32,321.21
1864	\$30,299.08
1874	\$69,230.89
1884	\$55,505.47
1894	\$61,358.72
1904	\$73,446.82
1914	\$103,120.00
1924	\$140,692.61
1934	\$149,207.40
1944	\$212,428.85

The data for the above table was taken from the financial records of the Indiana State School for the Deaf. The fairly regular increase follows the increase in enrollment. The only break in this increase was in the period around 1884 when specific measures were taken to reduce the costs of operation. Needed repairs were postponed, continued requests for additional buildings were ignored, needed supplementary funds were not appropriated, and admissions were made only between the ages twelve and twenty-one for boys and ten and nineteen for girls. Previously all applicants had been admitted between the ages ten and twenty-one. Additional women teachers, who could be hired for much less than men, decreased the average teacher salary as shown in Table 8 on page 86 . The total expendi-

tures for the current year will approach \$800,000.00 due to the increased costs of operation, increased salaries, and an extensive renovation project.

Students had been charged tuition at the rate of \$75 per year and out-of-state students \$100 per year until the year 1848, when the Legislature passed a law to make education of the deaf free to all eligible applicants. This eliminated the degrading system of requiring certificates of poverty from indigent students.

An appropriation for a Scholarship Fund was first made in 1931. Since that time regular biennial appropriations have been made for that purpose. This fund serves to assist worthy and eligible students who wish to attend Gallaudet College for Deaf in Washington, D. C.

The shops and gardens, originally intended to operate on a profit basis, have rarely, if ever, accomplished that purpose, though the receipts of both contribute toward defraying the total expense of operation. A major portion of the garden products have been utilized by the institution. These products used by the school are itemized and valued but are not entered in the financial records as receipts. Shop products or any surplus garden products actually sold are classified as earnings. Present earnings from the shoe shop average \$800.00 per year. Surplus farm produce is now utilized by other state institutions. The following excerpt from an early financial report illustrate the various receipts at that time:

RECEIPTS

Balance on hand Nov. 1, 1856.....	\$547.95
From shoe shop.....	939.66
From cooper shop.....	708.63
From paying pupils.....	100.00
From sale of stock hogs.....	150.75
From sale of dry cow.....	24.00
From exchange of horses.....	15.00
From sale of firewood.....	194.53
From sale of plants.....	33.75
From sale of vegetables.....	22.10
From rent.....	18.75
From clothing advanced to pupils.....	89.00
From warrants on State Treasury.....	16,132.02
From orders on the Treasury.....	2,500.00
Amounting to.....	<u>\$21,476.14¹</u>

Administrative Agencies

Mr. William Willard had the great honor of being the founder and principal of the first permanent School for Deaf in Indiana. When Willard first organized the school in 1843, it was not under the control of the State, and there were no governing Trustees.

The legislature, at the 1843-44 session, having passed an "Act to provide means of supporting a Deaf and Dumb Asylum," subsequently at the same session appointed a Board of Trustees to superintend the opening of a State Asylum for educating the Deaf and Dumb. The original members, named in the act of incorporation were: Gov. James Whitcomb, Royal Mayhew, Esq., Hon. John H. Thompson, Rev. Love H. Jameson, Livingston Dunlop, M. D., Hon. James Morrison, and Rev. Pres. Mathew Simpson. At the next meeting of the General Assembly, in 1844-45, the Board was

¹Fourteenth Annual Report, (October, 1857), p. 18.

reorganized, the number of members reduced from nine to five, and their appointment was made a duty of the Governor of the State. Again, in 1853, the law was altered so that the trustees were made elective by the General Assembly, and another member was added to make a total of six. In 1859, the number of trustees was changed. The number of members on the Board was reduced from six to three, and again the power of appointment was placed in the Governor of the State. In 1907, under another new law, a fourth member was added to the Board, and length of terms for each member was set at four years. Since 1907, the Governor has appointed the Trustees, and the number of members on the Board has continued to be four.

Since its beginning in 1843, the Indiana State School for the Deaf has been under the direction of a Principal or Superintendent. Until 1848, the chief administrative officer was called principal, but since that time the term, superintendent, has been used.

There have been only eight superintendents, including Principal Willard, in the school's 105 year history. Supt. Richard O. Johnson's term is the longest in the school's history and Principal Willard's the shortest, though he continued to serve the school for seventeen years. The average tenure to date has been thirteen and one-eighth years.

TABLE 3

CHIEF ADMINISTRATORS OF THE INDIANA STATE
SCHOOL FOR DEAF FROM 1843 to 1948

Name	Term Began	Term Ended	Tenure
Prin. William Willard	Oct. 1, 1843	July 1, 1945	2
Supt. James S. Brown	July 1, 1845	July 7, 1853	7
Supt. Thomas MacIntire	July 7, 1853	May 29, 1879	26
Supt. William Glenn	May 29, 1879	Dec. 15, 1884	5
Supt. Eli Baker	Dec. 15, 1884	July 1, 1889	5
Supt. Richard O. Johnson	July 1, 1889	July 1, 1919	30
Supt. Oscar Pittenger	July 1, 1919	May 1, 1935	16
Supt. J. A. Raney	May 1, 1935	13



Fig. 9 William Willard
(from the original plates)

Mr. William Willard, founder of the school, was its first administrator and instructor. Before coming to Indianapolis in 1843, he graduated from the "American Asylum" at Hartford, Conn. and had served as an instructor in the Ohio School for the Deaf. When the School for Deaf was incorporated in 1844, Mr. Willard was appointed as principal, in which capacity he served until the appointment of James S. Brown in 1845. Continuing as an instructor, Mr. Willard remained at the school for eighteen more years.

Principal Willard's successor, Mr. James S. Brown, was also a former teacher at the "Ohio Asylum." During his able administration, Mr. Brown secured much needed funds for continued operation and for expansion. It was largely because of his efforts that the school was permanently located in Indianapolis, and his leadership had much to do with the growth and continuance of the "Indiana Asylum for the Deaf and Dumb." In 1852, Mr. Brown resigned for the purpose of helping to establish a similar institution in the State of Louisiana.

For the next administrator, the Board of Trustees secured the services of Mr. Thomas MacIntire, a third former instructor of the "Ohio Institution." Just previous to his appointment, he was serving as superintendent of the Tennessee School for the Deaf. A later superintendent, Mr. Richard O. Johnson, made the following remarks concerning Rev. MacIntire:

Under him the Institution made its name and fame. He loved the school and the school loved him. Together they kept pace, marching steadily onward and upward, placing the banner of the Institution in a lofty position, there being emblazoned on its folds three stars, one for faithful and loving care, one for thoroughness of educational work and one for purity.¹

In 1879, Rev. MacIntire was succeeded by Mr. William Glenn, who served as superintendent for the next five years.

¹ Richard O. Johnson, A Columbian Semi-Centennial Sketch, (Indianapolis: Printed at the School, 1893), p. 14.

Available sources contained no material of a biographical nature concerning Mr. Glenn or his successor, Mr. Eli P. Baker, who also served for a term of five years.

Mr. Baker gave great impetus to the early efforts of instruction in speech and lip-reading initiated by Rev. MacIntire and encouraged by Supt. Glenn. As the previous administrators had done, Mr. Baker agitated vigorously for plant expansion. Mr. Baker, who resigned in 1884 because of the pressure of private business affairs, was succeeded by Mr. Richard O. Johnson of Indianapolis.



Fig. 10 Richard O. Johnson
(from the original plates)

Before his appointment, Mr. Johnson served as an overseer in the Indianapolis Public School System and as secretary and bookkeeper for the Indiana School for the Deaf. His thirty year career as superintendent brought numerous changes and improvements such as the establishment of a Normal Training department, the promotion of speech training and lip-reading, the institution of a Correspondence School during World War I and the movement of the school from the site on East Washington St. to the new buildings at the present location on Forty-Second Street.

On June 16, 1919, following Mr. Johnson's resignation, Mr. Oscar M. Pittinger was appointed by the Board of Trustees as the next superintendent of the Indiana State School for the Deaf. At the time of his appointment, Mr. Pittinger was a teacher in the Indiana State Normal School at Muncie. During the fourteen years prior to his work at Muncie, he had been Superintendent of Schools at Alexandria and at Frankfort, Indiana. Dr. Pittinger, a graduate of Indiana University, took his Master's degree at Columbia University and the degree PhD from Illinois Wesleyan University. He was selected because of his qualifications and successful experience in the field of general education and because of his wide acquaintance with the school men and the school problems of the State.



Fig. 11--Superintendent Oscar M. Pittenger
(from the original plates)

Dr. Pittenger immediately set about the task of obtaining funds to operate the institution for a full nine months. Under his leadership, the school grew to record proportions of 455 enrolled in a single year. An important factor in this rapid expansion was the employment of a field worker who advertised the school to the public and who persuaded reluctant parents to send their afflicted children to the school.



Fig. 12--Mr. J. A. Raney, Present Superintendent
(from the original plates)

On May 1, 1935, Mr. Jackson A. Raney assumed his duties as superintendent of the Indiana State School for the Deaf, succeeding Mr. Oscar M. Pittenger, who had served in that capacity for sixteen years. Mr. Raney was born in Ripley County and attended the Ripley County Rural Schools and Versailles High School. After completing high school, he taught in rural schools during the winters and attended Franklin College during the summers. He taught for two

years in the Consolidated Grade and High School in Versailles. In 1927 after his graduation from Franklin College, he was appointed as a member of the Franklin High School faculty. In 1929, he was elected County Superintendent of Schools in Ripley County. In 1934 he received an M. A. degree in Education from Butler University. Mr. Raney is a member of the National Education Association, the Indiana State Teacher's Association, the Indianapolis Valley Scottish Rite and the Kiwanis Club of Indianapolis. He received special training in the education of the deaf at Gallaudet College, Washington, D. C. and was awarded an M. A. degree from that school in 1936. Mr. Raney has worked tirelessly and successfully toward improving the school in all aspects. These numerous improvements are discussed in the various sections of this study.

Organization for Administration

As related in the preceding section, the Indiana State School for the Deaf has always been under the control of a Board of Trustees, either elected by the General Assembly or appointed by the Governor of the State. The Superintendent, likewise, has always been the chief administrative officer within the school.

In the beginning years, the school was organized into two departments for administration--the Intellectual Department, which included the Supt. and instructors, and the Domestic Department, which included the Physician, the

Steward, and the Matron.

From 1844 and until 1850, the length of the complete course was five years, and the classes were arranged and numbered as follows: First Class (fifth year), Second Class (fourth year), Third Class (third year), Fourth Class (second year, and Fifth Class (first year). The length of the school term during this period was ten months, commencing on the first Monday of October and closing on the last day of July. By 1852, the more capable pupils were allowed to stay as long as seven years.

The term, mechanical department, was used in 1854 to include the cooper shop, the shoe shop and the garden. Two years later the Mechanical Department was changed and became the Industrial Department. A Sixth and Seventh Class were added to the Intellectual Department.

During Supt. MacIntire's administration, the following change was indicated in the Twenty-Ninth Annual Report:

For the benefit of those who wish to qualify themselves for teaching, or other intellectual pursuits, the Trustees have established a High Class and adopted a three years' study in the sciences.¹

Later, during Mr. Eli P. Baker's administration, the organization contained an Educational and Business Department and a Manual Labor Department. Also during this

¹Twenty-Ninth Annual Report, (Sept. 1872), p. 43.

period, the school itself was divided into two departments--the Primary Department (seven years) and the Academic Department (two years). The school term by this time has been shortened by two weeks.

The term "department" has been used somewhat indiscriminately by school officials to describe the various administrative subdivisions of the total organization or the particular divisions of the school proper. New names were frequently used to designate the same division such as the Vocational Training Department, the Manual Training Department, and the Industrial Department. Particular classes were often designated as departments such as the Art Department, the Home Economics Department, and the Oral Department. Those divisions of the school concerned with the preparation of food, serving of food, and care of bedding were termed the Domestic Department. Divisions of classes have been called departments, ie., the Preparatory, Primary, Intermediate, and Advanced. "Oral Department" was previously used to designate those classes taught speech and lip-reading and "Manual Department" for those classes taught by means of signs and finger spelling.

Superintendent Johnson soon reorganized the school. and the new departments became: The Primary, grades one to four; Intermediate Department, B grade and A grade; and the Academic Department, Junior, Middle and Senior grades. A further departmentalization was made during the 1895-96 session. These new departments were: Kindergarten, the

Oral Department, the Manual Department, and the Industrial Department. There was also a Department of Special Instruction which included drawing, painting, physical education, penmanship, and articulation. Various new trades were added to the Industrial Department from time to time. These additions will be discussed more completely in Chapter V.

By 1900, after the introduction of the Kindergarten Department, the length of the course was increased to ten years. Students by this time were allowed to remain as long as thirteen years if conduct and promotions warranted.

In the 1928 Annual Report, Mr. Pittenger described the organization as follows:

Ten years are devoted to kindergarten and grade work and three years to high school subjects.¹

During Supt. Pittenger's administration, a greater emphasis than before was given to the Physical Education and Athletic Departments.

From the beginning of Supt. Pittenger's administration to the present there have been few major changes in general organization. Since 1920, the length of the school term has been nine months, usually starting early in September and closing about June first.

¹ Eighty-Fifth Annual Report of the Indiana State School for the Deaf, (Indianapolis: Printing Class, State School for the Deaf, 1930), p. 15.

The diagram on the following page illustrates the present plan of organization for administration.

Although numerous holidays were celebrated at the school, it was not until after 1910 that pupils were allowed to spend vacations at home. Before that time, the rules and regulations of the school specifically stated that the annual session was a continuous one without vacation. Nevertheless, many holidays were observed at the school. These were: Thanksgiving Day, Christmas, New Years, Washington's birthday, Decoration Day, and other days set aside for such events as lawn parties.

At present, all of the students are allowed to go home for a week at Thanksgiving, two weeks at Christmas, and one week at Easter. The policy of allowing students to go home on alternate week ends is another comparatively recent change.

Student Accounting

Quite an accurate system of student accounting has been in use during the school's entire existence due to the fact that certain reports have always been required. The statistics in the annual reports indicate that factors such as attendance, scholarship and health were carefully recorded. There is no evidence, however, that, until recently, individual records of a cumulative type were kept. In 1937, new report cards were put into use. These provided information on character development, work habits and personality traits as well as academic

ORGANIZATION FOR ADMINISTRATION
INDIANA STATE SCHOOL FOR THE DEAF

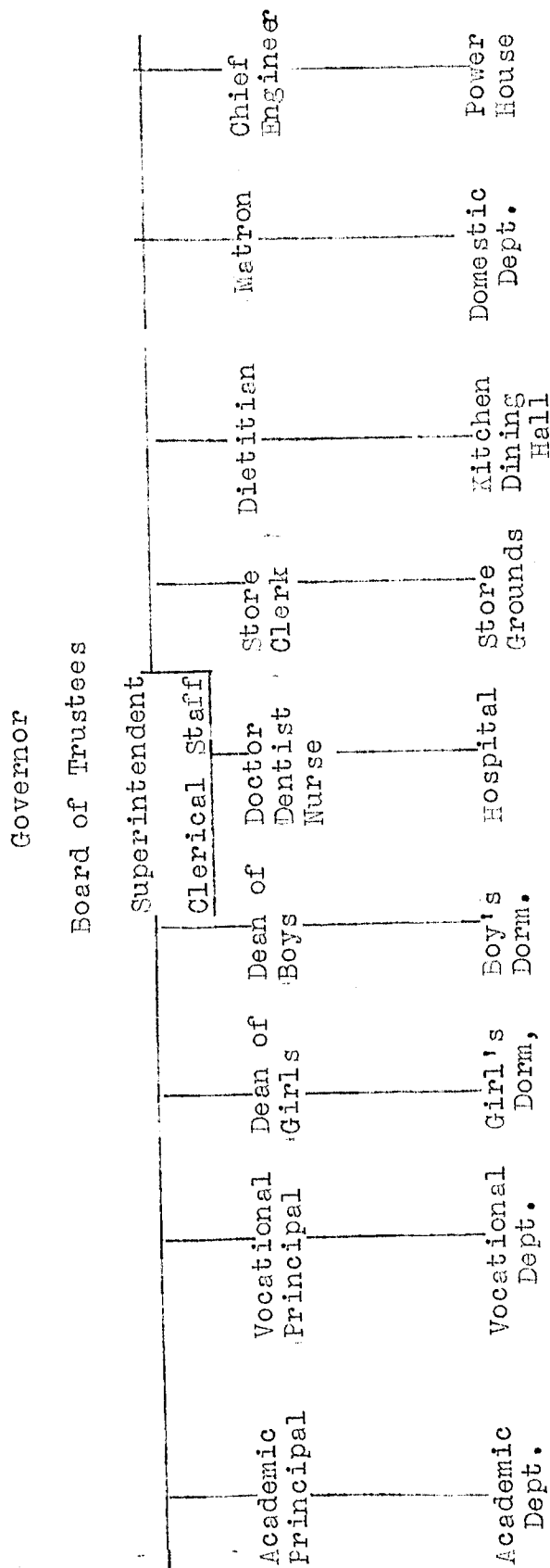


Fig. 13--Organizational Plan at the Indiana State School for the Deaf. 1947-48.

achievement. During the same year, there was instituted a system of permanent record cards. These cards are now kept on file and the following data is recorded regularly: scholastic achievement, intelligence test scores, achievement test scores, personal information, hearing test results, character development, and guidance data. Attendance and health data are also included.

Supt. Johnson, judging from the available records, placed more emphasis on scholastic records than any of his predecessors. The following statements, relative to marking and recording were taken from the Forty-Ninth Annual Report:

It shall be the duty of teachers to make and record, monthly, a careful estimate of the work of each of their pupils in all branches of study. These recorded monthly estimates, teachers must average twice a year--Feb. 1 and June 1. The monthly estimate and two averages must be certified to the Superintendent. These estimates of monthly success and progress of pupils are to be made on a scale of 30 to 100 as follows: 100, perfect; 90, excellent; 80, very good; 70, good; 60, tolerable; 50, poor; 40, very poor; 30 and below, failure.¹

All of the school registers containing the names of pupils and date of enrollment have been preserved since 1844.

Originally, examinations were given at the end of each school year to determine those eligible for promotion.

¹
Forty-Ninth Annual Report of the Indiana Institution for the Education of the Deaf and Dumb, (Indianapolis: Contractor for State Printing, 1893), pp. 24-25.

At the close of the last term an examination of all the classes of the school, extending through two days, was held in the chapel of the Institution.¹

The next development was the division of the school year into three terms with an examination at the end of each.

At present, examinations are given at the end of each nine weeks and at the end of the semester. In addition, the school maintains a yearly testing program for all grades. The Stanford Achievement Tests and the Gates Reading Tests are used for this purpose. Results of these tests indicate pupil strength and weakness in each of the subject fields and indicate the degree of progress for each year. The results also afford a means of comparing deaf students with hearing students. The majority of scores indicate little difference in scholastic ability except in the case of reading. The reading age of the majority of deaf students is approximately two years below that of the standardized norm. To a great extent, this may be explained by the vocabulary difficulty brought about by deafness.

Administrative Standards

From the first year until the present, there have been formulated and approved rules and regulations to govern the administration of the Indiana State School

¹Seventeenth Annual Report, (1860), p. 21.

for the Deaf. In general, these rules have been concerned with the following items: length of session, admission requirements, expenses of the pupils, age of entrance, duties of the personnel, course of study, and other general rules of operation. The first rules, approved by the Trustees and published in a circular in 1844, stated the age of applicants should be between the ages of ten and thirty years. The changes in the age limits are shown in Table 4 on this page. The lower age limits for admission has decreased from 10 years to 6, and the upper limit from 30 to 21. Increased enrollments and scarcity of funds caused the lower limit for boys to be raised to 12 in the year 1872.

TABLE 4
CHANGES IN THE AGE LIMITS
FOR APPLICANTS

Year	Age Limits
1844	10 and 30
1857	10 and 21
1872 . . . Boys	12 and 21
Girls	10 and 19
1887	10 and 21
1889	8 and 21
1913	7 and 21
1923	6 and 21
1948	6 and 21*

*In recent years, exceptions have been made, and pupils were accepted at the age of five.

During the administration of the present superintendent, Mr. J. A. Raney, the school has received a con-

tinuous commission for grades 1 to 10 inclusive. Successful completion of the full course has been a requirement for entering Gallaudet College. The student completing the course must also successfully pass the College entrance examination.

Under the regime of Mr. Raney, great advances have been made educationally as is witnessed by the fact that Indiana's representation at Gallaudet College, national college for the deaf in Washington, D. C., has been as high as sixteen in a single year and has averaged about nine whereas formerly the number was anywhere from none to three.¹

Relations to Other Schools

By various means, since its beginning, the Indiana State School for Deaf has attempted to promote good relations with other schools. For this purpose, the policy of giving demonstrations or exhibitions, as they were first called, has been promoted since 1851. In that year, Supt. Brown, with several students, visited the following towns in Indiana and gave exhibitions:

Madison, Rushville, Shelbyville, Columbus, Vernon, Noblesville, Dublin, Cambridge, Centreville, Richmond, Bloomington, Martinsville, Mooresville, Lafayette, Logansport, South Bend, Michigan City, LaPorte, Mishawaka, Plymouth, Rochester and Crawfordsville.²

In 1890, Supt. Johnson wrote to the Indiana School Book Company asking that they publish a cut of the Manual Alphabet in their school books. This request was granted,

¹ Boyce R. Williams, "The One Hundred Years of the Indiana State School for the Deaf, "The Silent Hoosier, LV (June, 1943), p. 6.

² Eighth Annual Report, (1851), pp. 11-12.







	a a A		g g G		n n N		u u U
	b b B		h h H		o o O		v v V
	c c C		i i I		p p P		w w W
	d d D		j j J		q q Q		x x X
	e e E		k k K		r r R		y y Y
	f f F		l l L		s s S		z z Z
			m m M		t t T		

Fig. 14.--Manual Alphabet

and the alphabet appeared in the Third and Fourth Readers for the Public Schools.

The School for Deaf still continues to make numerous demonstrations in other schools, and hundreds of children from the public schools visit at the School for Deaf annually.

The School for Deaf is now a member of the Indiana High School Athletic Association and competes regularly, in four major sports, with other local schools. For the past several years, the school has participated in the Sectional Basketball Tournament and has received its share of the proceeds, which have been used to purchase additional athletic equipment. Competition with other local schools has provided valuable publicity for the Indiana School for the Deaf and has been a great help in bringing the deaf students in closer contact with hearing boys and girls. The fact that the athletic teams from the School for Deaf can win games from other schools of comparable size, or larger, gives self-confidence to the students, not only in sports endeavors, but in school work and other activities. During the past season, the football team, playing against such schools as Lawrence Central, Pike Twp., Franklin Twp. and Beech Grove, won four games and lost three. Three years ago in 1945, the football team won six games and lost only one. The basketball team, so far this season has won five games and lost two. The track and baseball teams have done equally well.

CHAPTER V

PROGRAM OF STUDIES

Extent

The number, duration, frequency, and time allotment of the various subjects taught at the Indiana State School for the Deaf have changed many times during the school's long history.

Language and reading were at first, and are still, the subjects receiving greatest emphasis in the program. In addition to the subjects named above, Scripture reading, geography and arithmetic were the courses offered at the beginning of the school in 1844.

Abbreviated copies of the program of study at intervals in the school's history will illustrate the significant changes as they were made. By 1852, the program had been organized for five classes.

First Class (taught by the Superintendent)
Studies--Arithmetic, Davies; Geography, Smith's; Astronomy, Smith's Illustrated; The Bible; 12th Vol. of Union Questions, once a week, together with daily exercises in grammar and composition.

Second Class
Studies--Arithmetic, Davies' First Lessons; Geography, Smith's Quarto; Peet's Course of Instruction, part III; Select portions of the Bible; Penmanship, and daily exercises in the use of written language and in composition.

Third Class

Studies--Peet's Course in Instruction, part II; Arithmetic, First Lessons; Geography, Smith's Primary; Peet's Scripture Lessons; Penmanship, and daily exercises in the use of written language.

Fourth Class

Studies--Peet's Course of Instruction, part I; Penmanship, Numbers, and Scripture lessons.

Fifth Class

Studies--Peet's Course of Instruction, part I; Scripture lessons; writing with both crayon and pen.¹

The subjects listed above as "Peet's Course of Instruction" for the second, third, fourth and fifth classes, included detailed steps for acquiring the use of the manual alphabet and the sign language. In general, this subject might be classed as language. Scripture lessons or Bible readings were included for each class throughout the year.

The school schedule of activities in 1852 is shown on the following page. It shows rather clearly the time allotment for study, recitation, and other school activities. At this time, each class remained with one teacher throughout the term.

The program of studies and schedules remained essentially the same until 1867 when the Superintendent and Trustees deemed it advisable to add an additional course of three years for a limited number of the most

¹
Ninth Annual Report of the Indiana Asylum for Education of the Deaf and Dumb, (Indianapolis: J.P. Chapman, State Printer, 1852), pp. 26-30.

TABLE 5

ORDER OF EXERCISES
1852*

Activities	Spring	Summer	Fall	Winter
A. M.	Hours	Hours	Hours	Hours
Rise	5	4 $\frac{1}{2}$	5 $\frac{1}{2}$	6
Study	5 $\frac{1}{2}$ --6 $\frac{1}{4}$	5 $\frac{1}{2}$ --6	6--6 $\frac{1}{2}$	6 $\frac{1}{2}$ --7 $\frac{1}{4}$
Breakfast	6 $\frac{1}{4}$	6	6 $\frac{1}{2}$	7 $\frac{1}{4}$
Labor	7--8 $\frac{1}{2}$	6 $\frac{1}{2}$ --8 $\frac{1}{2}$	7 $\frac{1}{4}$ --8 $\frac{1}{2}$	7 $\frac{1}{2}$ --8 $\frac{1}{2}$
Recreation	8 $\frac{1}{2}$ --9	8 $\frac{1}{2}$ --9	8 $\frac{1}{2}$ --9	8 $\frac{1}{2}$ --9
Prayers	9	9	9	9
Recitations	9 $\frac{1}{4}$ --12	9 $\frac{1}{4}$ --12	9 $\frac{1}{4}$ --12	9 $\frac{1}{4}$ --12
P. M.				
Dinner	12 $\frac{1}{4}$	12 $\frac{1}{4}$	12 $\frac{1}{4}$	12 $\frac{1}{4}$
Recitations	1--3	1--3	1--3	1--3
Prayers	3	3	3	3
Labor	3 $\frac{1}{4}$ --6	3 $\frac{1}{4}$ --6 $\frac{1}{4}$	3 $\frac{1}{4}$ --5	3 $\frac{1}{4}$ --5
Supper	6 $\frac{1}{2}$	6 $\frac{1}{2}$	5 $\frac{1}{4}$	5 $\frac{1}{4}$
Recreation	6 $\frac{1}{4}$ --7 $\frac{1}{4}$	7--7 $\frac{1}{2}$	5 $\frac{1}{2}$ --6 $\frac{1}{4}$	5 $\frac{1}{2}$ --6 $\frac{1}{4}$
Study	7 $\frac{1}{4}$ --8 $\frac{1}{2}$	7 $\frac{1}{2}$ --8 $\frac{1}{2}$	6 $\frac{1}{4}$ --8 $\frac{1}{2}$	6 $\frac{1}{4}$ --8 $\frac{1}{2}$
Retire	9	9	9	9

* Ibid., p. 31.

promising students selected by the Superintendent. The name, High Class, was applied to students enrolled in this course, and the subjects taught were Analytical Grammar, Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology and Hygiene.

Industrial training began in 1850, following the move to the new school on East Washington Street. The history of this phase of the program will be discussed later in this Chapter.

Following Mr. Richard O. Johnson's appointment in 1889, the school program was revised as shown on pages 70, 71 and 72.

Course of Study in 1893

Primary Department

Grade 1--Language--Past, present, future and past progressive tenses, past present and future of "to be"; these to be taught in the three sentence forms positive, negative and interrogative. Arithmetic--Notation 1 to 10; mental addition. Penmanship--Instruction with pencil and crayon, followed by pen and ink exercises in books. Drawing--First principles, using blackboard and slate.

Grade 2--Language--Sentences involving all tenses of the active voice and the verb "to be". Arithmetic--Notation 1 to 20, addition and subtraction; mental and blackboard. Penmanship--Copy-book work. Drawing--Prang's Drawing Book No. 1.

Grade 3--Language--All tenses, active, passive and progressive. Arithmetic--Writing 1 to 50; addition, subtraction, multiplication, dollars and cents; mental and blackboard. Penmanship--Copy-book work. Drawing--Prang's Drawing Book No. 2

Grade 4--Language--Verb forms continued, and systematic instruction in idioms. Arithmetic--Writing 1 to 100; addition, subtraction, multiplication, division; dollars and cents. Geography--Written by teacher, with Institution as center, from which extend outward, taking in city, county and State; show principal towns, rivers and lines of railway; show also highlands, lowlands and marshes of State; draw maps of Institution grounds, county and State. Penmanship--Copy-book work. Drawing Book No. 4.

Grade 5--Language--General reading and idioms. Arithmetic--Properties of numbers; cancellation; fractions; addition and subtraction. Geography--Written by teacher; general division of land and water and form of earth; North America, South America, Europe, Asia, Africa, Oceanica. Penmanship--Copy-book work. Drawing--Prang's Drawing Book No. 4.

Intermediate Department

B Grade--Language--General reading and idioms continued. Arithmetic--Fractions, multiplication and division; decimals; United States money; practical problems. Geography--First two months review Fifth grade; elementary United States political and physical; draw maps of States, showing principal towns, rivers and mountains. History--September to January, written by teachers concerning Institution, city, county, and State; January to June, Primary United States; to beginning of Revolution, and stories of. Drawing--Prang's Drawing Book No. 5.

A Grade--Language--General reading and idioms continued. Arithmetic--Denominate numbers; latitude and longitude; standard time; percentage and application of (profit and loss, commission and brokerage, insurance, taxes, duties and customs, stocks and investments); practical problems and exercises in making out accounts, drawing notes, checks, drafts, receipts, etc. Geography--World's political. History--Primary United States, beginning of Revolution to present time, and stories of.

Academic Department

Junior Grade--Language--General reading and idioms continued. Arithmetic--Interest, simple and compound, and applications of (partial payments, discount and present worth, bank discount); exchange, equation of payments; averaging accounts; aliquot parts; practical problems and exercises in commercial forms continued. Geography--World's mathematical and physical. History--September to January, Complete United States, beginning of Revolution to present; January to June, General; stories of both.

Middle Grade--Language--Grammar and general reading. Arithmetic--Ratio and proportion; partnership; arithmetical analysis; square and cube root and application of; arithmetical and geometrical progression; practical problems and exercises in commercial forms continued. History--English. Physiology--Elements of and lectures, making use of anatomical models, skeleton, etc.

Senior Grade--Language--Grammar and general reading. Arithmetic--Mensuration, gauging, metric system, general review. Natural Philosophy--Hydrostatics, pneumatics, magnetism, electricity, heat, light. Moral Philosophy--Lectures on. Natural History--Elements of and lectures on. Civics--Outline in general, United States in particular.

Industrial Department

Instruction will be given in this department to assigned pupils as follows:

Carpentry and cabinet-making.....	6 years
Shoe and leather work.....	6 years
Printing--Composition, press-work, binding..	4 years
Chair-caning.....	1 year
Cooking.....	1 year
Sewing.....	2 years
Dressmaking--Cutting, fitting, draping.....	2 years
Tailoring.....	2 years
Sewing--Fancy needle-work.....	1 year

Instruction will also be given to the girls in all kinds of house-work as may be arranged for by the superintendent. Certain boys will also be assigned to the bake-shop, kitchen, carpenter-shop, green-house and farm. Boys not assigned to regular trade courses and other places mentioned shall be required to do police duty around buildings and grounds.

Admission to the regular trade courses for boys, except printing, will be from Grade 5. In printing admission will be from the A grade.

Admission for the girls will be from Grade 3.

In addition to the above, the girls will be taught drawing, painting, modeling, designing, and wood-carving in the Academic Department. Boys may be admitted to these classes.¹

As outlined above, the course of study in 1893, so arranged as to cover ten years, was divided into primary, intermediate, and academic courses. Only pupils who completed the primary and intermediate courses in the allotted time of seven years and with honor to themselves were allowed to pass to the academic three year course comprised of advanced intermediate work and a study of the sciences.

Drawing and physical education were taught on al-

¹Richard O. Johnson, A Columbian Semi-Centennial Sketch, (Indianapolis: Printed by the Class in Printing of the Indiana Institution for the Education of the Deaf, 1893), pp. 27-29.

ternate days, and it is interesting to note that marks were given for the latter.

In the mornings, training in articulation and lip reading was given to selected pupils.

A special lecture course, consisting of lectures by prominent local citizens, lasted throughout the year. The Bible lecture, though not listed in the preceding program, still formed a part of the school day. This twenty minute lecture was given to every class at the beginning of the first school period in the morning.

In 1893, during Mr. Johnson's superintendency, the following schedule was in effect.

TABLE 6

REGULAR ORDER OF THE DAY, 1893*

Activity	Hours
Rise	6 A. M.
Breakfast	6:40
Bible Lecture	8:00 to 8:20
School	8:20 to 1 P. M.
Industries	8:20 to 10:20
Recess	10:45 to 11:00
Dinner	1:10 P. M.
School	2:00 to 4:30
Industries	2:00 to 5:00
Supper	6:00 P. M.
Study Hour	7:00 to 8:30
Retire	8:00 to 9:00

*Richard O. Johnson, A Columbian Semi-Centennial Sketch, (Indianapolis: Printed at the School, 1893), p. 33.

The above table indicates the various time allotments to different activities of the pupils. In comparison with the previous schedule of 1852, on page 69, there

was less emphasis on religious activity and more emphasis on industries in 1893. The morning study hour had been eliminated by 1893. School hours remained approximately the same.

"A" INTERMEDIATE AND ACADEMIC GRADES (1893)
CLASS SCHEDULE

Time	Dr. Latham	Dr. De Motte	Mr. Bierhaus	Miss Hendricks
8:20 9:10	Senior Arith.	Middle Physiology	Junior Study	A Language
9:10 10:00	Middle History	A Arithmetic	Senior Nat. Hist.	Junior Language
10:00 10:45	Senior Philosophy	Junior Arithmetic	A Geography	Middle Language
11:00 12:00	A History	Middle Arithmetic	Junior Geography	Senior Language
12:00 1:00	Junior History	Middle Study	Senior Study	A Study

Fig. 15.--Class schedule for five advanced classes at the Indiana Institution for Educating the Deaf and Dumb.¹

The above schedule illustrates that a rotating department was in use by 1893.

¹Ibid., p. 34.

As the school grew, almost invariably, the organization and program of studies changed with each succeeding administrator. The following excerpt from the "Seventy-Seventh Annual Report" illustrates the above statement:

In the past, it has been customary to have all literary work in the morning and the industrial work in the afternoon. There seemed to be serious objections to that plan. The school is now divided into three groups as follows:

Advanced Grades: Six to Senior inclusive
Intermediate Grades: Three to Five inclusive
Primary Grades: All below the third grade.¹

The departmental schedule for grades 6 to 10 is shown on the preceding page. This schedule was in operation at the Indiana State School for Deaf in 1920. Beginning Algebra, General Science and Literature were added and made to conform to the entrance requirements of Gallaudet College. Moral and religious instruction, now removed from the daily program of studies, was carried out in week-day chapel exercises and on Sundays.

The program of studies was again revised and broadened after the next, and present, Superintendent was appointed. Following his appointment in 1935, Mr. Raney immediately began to campaign to secure a commission for the school. This was finally accomplished in 1942.

The present program of studies follows closely the programs offered by the majority of grade schools and

¹ Seventy-Seventh Annual Report of the Indiana State School for the Deaf, (Indianapolis: 1920), p. 15.

Instructor	8:00	8:40	9:20	10:00	10:30	11:09	11:50
Mr. Berg	Science Senior 2	Science Senior 1	Arith. 8		Arith. Senior 2	Arith. 7	Arith. 9
Miss Long	Algebra Senior 1	English Senior 2	English Senior 2	RECESS	English Senior 1	English Senior 1	English 6A
Miss Thompson	Hist. 3	Hist. 7	Hist. Senior 1		Hist. 6A	Hist. 6B	Hist. Senior 2
Mrs. Morrison	English 7	English 6C	Geography 7		Geog. 6A	Geog. 6A	Lang. 6B
Mr. Jutt	English 9	Arith. 6B	Arith. 6A	AND	Arith. 6C	Lang. 8	Hist. 6C
Mr. Norris	Roll	Hist. 9	Geog. 9		Mail	Geog. 6C	Geog. 8
Miss Corwin	Mon. Fri. 6C	Tues. Th. 6A	Mon.-Fri. 6B	CHAPEL	W & F-8 T & Th-9	W. & F Senior 2	Tues. Senior 1
	STUDY HALL					STUDY HALL	
Mrs. Pittenger	6A 6C 6B	8 6A	6B		9 7	9	Senior 1 7

Fig. 16--Departmental Program in 1920

high schools in the State of Indiana.

PROGRAM OF STUDIES (1948)

Primary Department

Preparatory.--Speech Training, Speech Reading (lip-reading), Language, Reading, Number Work.

First Grade.--Speech Reading, Speech, Language, Arithmetic, Physical Education.

Second Grade.--Speech, Speech Reading, Language, Arithmetic, Reading, Physical Education.

Third Grade.--Language, Reading, Geography, Social Studies, Speech Reading, Speech, Arithmetic, Physical Education.

Fourth Grade.--Social Studies, Speech, Language, Reading, Arithmetic, Social Science, Physical Education.

Intermediate Department

Fifth Grade.--Speech, Speech Reading, Language, Reading, Arithmetic, History, Elementary Science, Health, Geography, Art, Home Economics (girls), Elementary Shop (boys), Physical Education.

Sixth Grade.--Speech, Speech Reading, Language, Reading, Arithmetic, History, Elementary Science, Health, Geography, Art, Home Economics (girls), Elementary Shop (boys), Physical Education.

Seventh Grade.--Speech, Speech Reading, Language, Reading, Arithmetic, History, Elementary Science, Geography, Health, Art, Home Economics, Elementary Shop, Physical Education.

Eighth Grade.--Speech, Speech Reading, Language, Reading, Arithmetic, History, Elementary Science, Geography, Health, Home Economics, Elementary Shop, Physical Education.

Advanced Department

Ninth Grade.--Language and Composition, Reading, Reading, Arithmetic, U.S. History, Health and Safety, Geography, Speech Reading, Practical Arts (Vocational

training), Physication, Speech.¹

Tenth Grade.--Language and Composition, Reading, Arithmetic, U.S. History, Civics (Citizenship training), Practical Arts, Speech, Speech Reading, Physical Education.

Eleventh Grade.--Language and Composition, Reading, Advanced Arithmetic or First-Year Algebra, General Science, Speech, Speech Reading, Practical Arts, Physical Education.

Twelfth Grade.--Language and Composition, Literature, Advanced Arithmetic or Second Year Algebra, Physics, World History, English History, Speech, Speech Reading, Practical Arts, Physical Education.

Requirements for graduation from the Advanced Department are shown in Table 7 on page 79. Entrance examinations and requirements of Gallaudet College for Deaf in Washington, D. C. necessitates the inclusion of an additional unit of science (Physics) and World History. Those students taking the Regular Course may take three units of Arithmetic instead of the two units of Arithmetic and one of Algebra as shown in Table 7. As shown in the table, those unable to pursue the Regular or College Preparatory courses are given additional vocational or trade training subjects such as cabinet making, shoe repair, painting, metal work, or floriculture. Because of additional academic work, those taking the College Preparatory Course take fewer trade training subjects. Shop training, through both the Intermediate and Advanced Grades, enables the students to become highly skilled in the particular trades of their choice.

¹ Speech and Speech Reading, not given as separate courses following the eighth grade, are incorporated in all other subject fields.

TABLE 7
UNIT REQUIREMENTS FOR GRADUATION^a

Subject	Regular course	College Preparatory	Vocational Certificate
Language and Composition	2	2	2
Reading	2	2	1
Arithmetic	2	2	2 $\frac{1}{2}$
Algebra	1	1	
Health and Safety	1	1	1
Science	1	2	1
U.S. History	1	1	
Citizenship	1	1	1
World History		1	
Geography	1	1	1
Speech Reading	1	1	
Practical Arts ^b	4	2	5 $\frac{1}{2}$
Physical Education	1	1	1
Total	18	18	16

^aA full unit of credit in a subject is comprised of five full classroom periods per week and an adequate number of periods per week in preparation for two semesters.

^bPractical Arts include subjects listed on page 58.

Industrial Arts

The Industrial Arts phase of the program of studies has developed gradually until it has become one of the outstanding features of the Indiana State School for the Deaf.

Following the move to the new school in 1850, many of the boys were given jobs on the farm. Industrial arts instruction actually dates from the year 1853, when a coopering shop was build and stocked. The Superintendent, in that year recommended that cabinet making and chair making be the next trades introduced for boys.

That industrial training for girls had also merited attention in 1853 is shown by a quotation from the "Tenth Annual Report".

The female pupils are all regularly employed a portion of the time each day, under the supervision and instruction of the Matron, in the various kinds of needle work, and in the labor of the household and laundry. During the last year they have done all the sewing for the Institution, made their own clothing, done the making and mending for male pupils and all the ironing for the establishment. A smaller number of them have devoted their attention to ornamental needle work, and the proficiency they have made is alike creditable to themselves and their instructress.¹

In 1854 shoe making and gardening were added to the industrial subjects for boys, and in the following year, tailoring became a subject for girls. By 1859, cabinet making had been substituted for coopering.

¹Tenth Annual Report of the Asylum for Educating the Deaf and Dumb, (Indianapolis: State Printer), 1853, p. 26.

A printing shop was provided in 1888, and in the same year instruction in printing began. In 1890, the Industrial Department gave training in cabinet making, chair caning, shoe making and printing. Sewing was the only specific subject for the girls at that time, though they received incidental training in the various household arts by helping with the many activities about the school.

By 1914, the industrial subjects were Printing, Woodworking, Shoe and Leather Work for boys, and a Domestic Science Department for Girls had been added. This department for girls provided instruction in sewing, millinery, basketry and rug weaving.

So, at intervals in the history of the Industrial Arts program, courses were added, changed or eliminated until the present, at which time the Vocational Department provides training in the following subjects:

For Boys	For girls
Shoe Repairing	Clothing (sewing)
General Shop	Art
Printing	Typing
Cabinet making	Foods (cooking)
Painting	Crafts
Voc. Lang. and Math.	Mending
Floriculture	

Normal Training Department

Due to the difficulty of securing an adequate number of trained teachers, a Normal Training Class was first organized in 1890. Originally, one year was required to complete this course, but in 1899, a two year course was established and required of all graduates. This

training department for teachers continued until 1934.

Supt. Johnson, in a report to the Board of Trustees, described the nature and content of the Normal Training Course as follows :

When entering upon the discharge of their duties, the members of the class are given full and regular charge of assigned classes under supervision, in Kindergarten or Primary departments, or in both. They are also assigned certain monitorial duties with pupils, leading them to more intimate knowledge of the deaf child outside the school room. Supervision in the work is given by the chief kindergartner, the supervising principal of oral work, the supervising principal of primary grades, the normal instructors, and by the Superintendent. In the Normal Class, upon stated days, there is given regular instruction under skilled teachers in Principles of Speech; in Physiology and Anatomy, concerning the respiratory organs, vocal organs, and the ear; and in Voice and Visible Speech. There is also required, as regular class work, to take up the study of the History of the Education of the Deaf; of Elements of Pedagogy and Psychology; and of Methods of Language teaching. Oral and written examinations are required during the year. A small but complete library of reference books for this normal work is provided for the use of the members of the class, who, however, must buy their own textbooks.

The services of these teachers in training are required by the Institution at all times during the two scholastic years, without compensation. They are required to live in the Institution, and room, board and laundry work is furnished them without cost. They are subject to all rules and regulations governing officers, teachers and employees, and their whole time must be devoted to the work.¹

¹Richard O. Johnson, Sixty-Third Annual Report of the Indiana Institution for the Education of the Deaf and Dumb, (Indianapolis: State Printer, 1907), p. 17.

The growing difficulty in securing teachers again became a serious problem, so in 1947, Supt. Raney organized a plan of training in collaboration with Butler University. Beginning in the summer of 1947, two supervising teachers from the Indiana School for Deaf offered courses through the facilities of that institution.

CHAPTER VI

INSTRUCTION: FACULTY, METHODS
AND EDUCATIONAL THEORIESTeachers

Mr. William Willard, founder of the Indiana State School for the Deaf, was its first teacher. During the second year, following the school's incorporation by the State, Mr. Willard continued as Principal and as the school's only teacher. Following the appointment of James S. Brown as principal, Mr. Willard became assistant. Both of these men continued to teach regular classes.

In 1847, Mr. Brown secured the services of a second assistant, Mr. Charles Axtell. A third assistant, Mr. William Breg, Jr., was appointed in 1848, and for the first time the term instructor was used instead of term assistant.

Mr. Willard, the first teacher, was a graduate of the American School for Deaf of Hartford, Connecticut, and he had been formerly employed as a teacher at the Ohio School for the Deaf. His first salary was \$800 per year. He served the school for nineteen years in the capacities of principal and teacher.

Supt. Brown also came from the Ohio School for Deaf where he had been a teacher. His salary as Superintendent was \$200 per year with board. He continued as Supt. and teacher for five years.

During the first fifty years of the school's existence, there were eighty-nine teachers employed. Fifty of these were men and thirty-nine were women.

The first twelve teachers of the School for Deaf, between the years 1843 and 1856 were all men, and their average tenure was ten and one-fourth years. Dr. William H. Latham, who came to the school in 1853, served as a teacher for forty-eight years until his retirement in 1901.

Table 8 on the following page gives the number of teachers, their sex, total salaries, and average salary at approximate ten year intervals from 1844 and 1944.

By 1894, the proportion of male and female teachers was comparatively equal, but by 1904, the number of women teachers exceeded the number of men on the teaching staff. The salaries shown in Table 8 could not be accurately compared with salaries paid by other schools, because many of them included board and room, laundry and other services.

Women teachers, until recent years, were paid a much lower salary than men teachers of the School for Deaf. The first women teachers, employed in 1856, were paid only \$300 per year.

TABLE 8
NUMBER, SEX, AND SALARIES OF TEACHERS
AT TEN YEAR INTERVALS
FROM 1844 TO 1944

Year	Sex		Total Salaries	Average Salary
	M	F		
1844	1	0	\$800.00	\$800.00
1854	5	0	\$3800.00	\$760.00
1864	6	2	\$6303.00	\$788.00
1871*	7	5	\$9275.00	\$773.00
1884	9	8	\$10,791.00	\$635.00
1894	12	11	\$17,633.00	\$534.00
1904	11	19	\$20,113.00	\$637.00
1914	9	21	\$22,229.00	\$741.00
1924	10	31	\$41,842.00	\$1021.00
1935*	6	39	\$45,141.00	\$1003.00
1944	8	34	\$67,807.00	\$1614.00

* Figures not available for 1874 and 1934

The figures in Table 8 were taken from the annual reports and the annual financial statements made at the end of each corresponding year. A gradual increase in teacher's salaries is revealed, excepting the year 1894. Also revealed is the change from a greater number of men teachers to a greater number of women teachers. The records indicate that efforts to reduce the cost of operation are partly responsible for this change.

In 1947, there were forty-two teachers on the teaching staff of the Indiana State School for the Deaf. Salaries at present are paid according to the provisions of the new salary schedule for teachers in the State of Indiana. Salaries paid for the 1947-48 session ranged from \$2400 to \$3600.

Many of the first teachers were well prepared academically and by experience. Mr. Brown, the second principal, was the first teacher to hold a collegiate degree. In 1860, four of nine academic teachers, or 44.4 per cent, held degrees; in 1890, six of eighteen, or 33 1/3 per cent; in 1920, three of twenty-seven, or 11.1 per cent held degrees. In 1948, twenty-three of the twenty-nine academic teachers, or 79.3 per cent, have a bachelor's degree or higher degree. Supt. Raney's energetic campaign to improve the preparation of the teaching staff and the provisions of the current salary schedule have been largely responsible for the large percentage shown in 1948.

Methods and Educational Theories

Education of the deaf has involved several, so called methods of instruction. These have been the Sign or Manual method, the Oral method, the Aural or Auricular method, and the Combined system. The term method has long been in use, though it would be more accurate to call the above methods, means of communication.

The following paragraphs describe briefly each of the above listed methods:

In the manual method, signs, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language.

In the oral method, speech and speech-reading (lip-reading) are the chief means used in instruction, and facility in speech and speech-reading, as well as mental development and written language, are the goals.

The auricular method aims to utilize and develop to the greatest possible extent the amount of hearing the individual has retained. This may be done with or without the use of a hearing aid, and instruction is carried on chiefly through the use of speech, hearing and writing.

The combined system involves the use of any combination, or all, of the above described methods.

During the first years of the existence of the Indiana State School for the Deaf, the manual method was employed exclusively. All other methods were considered as vastly inferior or as being mere passing fancies.

In 1851, Supt. Brown definitely made clear his viewpoint or theory concerning the teaching of speech to the deaf. The term, articulation, used in the following quotation, was the original term used to denote speech training.

The system of teaching articulation noticed in the preceding paragraph has few advocates on this side of the Atlantic, and none of these understand either its merits or those of the method for which it is proposed as a substitute. No American instructor of mutes is among its admirers, though it has been repeatedly tested in our Asylum.¹

Securing uniformity of signs was often mentioned as an instructional problem, especially during this early period.

It was during Supt. MacIntire's administration that "articulation" was first encouraged. In the "Annual Report" of 1868, the following statement was made:

At the close of last session, it will be remembered by the members of the Board, we recommended that more special instruction should be given in articulation and reading from the lips, to such of the pupils as could be benefitted by such training.²

This type of training continued to be encouraged, and a special teacher of articulation was engaged for this purpose during Supt. Glenn's administration. Supt. Johnson also encouraged speech training and lip reading, and by 1890, there were two special teachers employed.

This does not mean that the manual method was being discarded, as it still was considered the most important. Nevertheless, an oral class was organized in September of 1892. The prevailing theory at that time

¹ Eighth Annual Report of the Indiana Asylum for Educating the Deaf and Dumb, (Indianapolis: State Printer, 1851), p. 24.

² Twenty-Fifth Annual Report of the Indiana Institution for Educating the Deaf and Dumb, (Indianapolis: State Printer, 1869), p. 21.

is illustrated by Supt. Johnson's remarks:

While I believe that of any given number of deaf-mutes taken at random, only a minority, and perhaps only a small minority, can be successfully educated by the purely oral method, which excludes signs; still, it is that minority which I wish to provide for.¹

Though the theories and practices of educating the deaf still lack uniformity, present experience does not wholly confirm the above statement. Many schools, such as Central Institute in St. Louis, Mo. and schools of the non-residential type, called Day Schools, now claim to use the purely oral method.

By the 1890s, the Indiana School for the Deaf had adopted the Combined system, under which all known methods and their variations may be used for the attainment of good results. The following slogan was adopted and placed in the rules: "Any method for good results--all methods and wedded to none."

The Combined system is still in force at present, though more emphasis is given to speech, speech-reading and acoustic work with group hearing aids. The oral method and acoustic work are used more exclusively in the Primary and Intermediate departments. The School for the Deaf now uses six multiple hearing aids--three in the Primary department and three in the Intermediate. Those who use these machines affirm their value for speech improvement.

¹ Richard O. Johnson, Fifty-First Annual Report of the Indiana Institution for Educating the Deaf and Dumb, (Indianapolis: State Printer, 1895), p. 24.

That homogeneous grouping and concern for individual differences are not recent innovations is evidenced by Supt. Glenn's remarks in 1882.

In the formation of classes in the several grades, I have endeavored to assign to the same class, as nearly as I could, pupils of like capacities and capabilities--those who make the most rapid progress, in one class, and those who advance more slowly, in another--believing that by this means the greatest good may be accomplished for all.¹

The graduates of the Indiana State School for the Deaf furnish the best evidence of results obtained from the methods used. The majority of graduates have found little difficulty in securing positions enabling them to support themselves and their families in a way that is a credit to themselves, to their school and to their respective communities. Further evidence of the contributions of the school and its graduates will appear in Chapter VIII.

¹ William S. Glenn, Thirty-Ninth Annual Report, (Indianapolis: State Printer, 1882), p. 17

CHAPTER VII

STUDENTS AND STUDENT LIFE

Students

Table 9 on page 94 shows the yearly enrollment, number of boys, and number of girls for each annual session from 1844 to 1914. Table 10 on page 96 shows the enrollment for each year from 1914 to 1944. Though not indicated in the above mentioned tables, a grand total of 4,210 students was enrolled during this first one hundred year period in the history of the Indiana State School for the Deaf. Excepting the figures for sex, Table 10 is a continuation of Table 9.

Until the year 1911, the number of male students was consistently greater than the number of female students. In 1913, there was an even number of boys and girls enrolled, and school records indicate that the proportions have been fairly equal since that time. The smaller proportion of females attending the school during the years before 1911 was consistent with the general attitude toward the education of girls prior to that date. There is no available evidence to support an assumption that deafness was more prevalent among males.

The greatest number of students enrolled in any one year was 492 in 1938. The enrollment has steadily declined since 1938 until the 1947-48 session when 342 students were admitted. Teacher shortages and problems brought on by the recent World War partially explain this decline in enrollment. The larger supply of specially trained teachers and more extensive field work between the years 1925 and 1944 contributed greatly to the larger enrollments of that period. The slight decline from 1913 to 1918 can be attributed to teacher shortages, supply problems, and other difficulties of the years immediately preceding the entry of the United States in World War I. In 1918, after all pupils were sent home, the school was taken over by the U.S. Army as a training center. The decline of enrollment since 1938 cannot be interpreted as a decline in deafness in the United States, as there were 18,316¹ deaf students enrolled in Schools for the Deaf of this country during the 1947-48 school year--an increase of nearly two thousand students during the past twenty years.

In general, the age range of students has remained within the limits specified in the rules for admission as shown in Table 4 on page 63. Previous to 1930 no students were admitted below the age of six, but since

¹American Annals of the Deaf, Vol. 93, No. 1, (Menasha, Wisconsin: George Banta Publishing Co., Jan., 1948).

TABLE 9 .

YEARLY ENROLLMENT AND SEX OF STUDENTS
AT THE INDIANA STATE SCHOOL FOR DEAF
FROM 1844 TO 1914

Year	Girls	Boys	Total	Year	Girls	Boys	Total
1844		16*	16	1879	170	220	390
1845	11	24	35	1880	181	224	405
1846	15	39	54	1881	177	206	383
1847	23	57	80	1882	175	202	377
1848	31	61	92	1883	169	205	374
1849	45	80	125	1884	169	203	372
1850	53	88	141	1885	165	207	372
1851	71	101	172	1886	158	199	357
1852	61	91	152	1887	153	193	346
1853	65	103	168	1888	159	189	348
1854	50	89	167	1889	163	193	355
1855	65	101	166	1890	162	180	342
1856	72	112	184	1891	154	169	323
1857	61	104	165	1892	140	166	306
1858	67	103	170	1893	143	176	319
1859	68	104	172	1894	153	196	349
1860	77	118	195	1895	168	205	373
1861	73	100	173	1896	158	206	364
1862	80	89	169	1897	156	213	369
1863	85	91	176	1898	164	222	386
1864	87	93	180	1899	162	222	384
1865	86	91	177	1900	166	218	384
1866	91	101	192	1901	165	209	374
1867	94	115	209	1902	171	203	374
1868	104	122	226	1903	174	215	389
1869	129	135	264	1904	178	209	387
1870	134	141	275	1905	178	203	381
1871	139	168	307	1906	170	187	357
1872	139	192	331	1907	162	179	341
1873	141	193	334	1908	162	181	343
1874	142	199	341	1909	172	175	347
1875	141	208	349	1910	173	188	361
1876	140	223	364	1911	180	179	359
1877	150	220	379	1912	177	168	345
1878	160	222	384	1913	179	179	358

*No data as to sex in 1844.

TABLE 10

YEARLY ENROLLMENT AT THE INDIANA STATE
SCHOOL FOR DEAF FROM 1914 TO 1944

Year	Enrollment
1914	311
1915	300
1916	314
1917	298
1918	0
1919	320
1920	314
1921	331
1922	360*
1923	370
1924	375
1925	400
1926	417
1927	434
1928	449
1929	452
1930	473
1931	489
1932	452
1933	455
1934	440
1935	481
1936	463
1937	460
1938	492
1939	482
1940	483
1941	452
1942	431
1943	426
1944	

*Beginning with 1922, enrollments
are for the fiscal year.

that time exceptions have been made--a limited number being admitted at the age of five.

Pupil age in grade in recent years is ordinarily two or three years higher than that of public school pupils due to the particular language handicap. During the years when pupils were not admitted until the age of ten, this difference was greater.

Discipline

One of the early theories of discipline at the Indiana State School for the Deaf was to plan such a complete program that the students would be occupied from rising time in the morning until bed time at night. The Order of Exercises for the Day in 1852 (see page 69) illustrates the above statement. A daily schedule of activities is still maintained and is of great advantage in a residential school, but it has become more lenient.

The rules and regulations formulated and adopted by the Superintendent and Trustees in 1848 reveal some of their disciplinary theories. The rules adopted for assistants (teachers) in that year appear on the following page.

Rules for Assistants (1848)

I. Assistants are to regard their duty to the Institution as of high and paramount importance, and are not to allow other engagements, duties, or business to interfere, in the slightest degree, with the punctual and efficient discharge of the same.

II. They shall carefully and diligently attend to the instruction of the classes assigned them by the Superintendent, and strive to secure their rapid improvement in all those branches to which their attention may be directed.

III. One of their number shall constantly remain with the boys, from the time the pupils rise in the morning, until they retire at night, except at times when all the boys may be engaged in labor.

IV. During the time allotted to study out of school, they shall see that the boys learn the lessons assigned them, and preserve the same order as in the school rooms.

V. During the time allotted to recreation, they shall encourage the boys to take active exercise under their supervision, away from the immediate vicinity of the Institution, while the same may remain in the city.

VI. They shall take such part in the religious instruction of the pupils as may be assigned them by the Superintendent.

VII. They shall at all times give their efficient support to the other officers of the Institution, by inculcating in the minds of the pupils of their respective classes proper principles of good order and obedience; and they shall never intimate to them matters to the discredit of any officer of the Asylum.

VIII. They shall carefully abstain from all interference with the duties of other officers, and, at no time, use any but courteous and respectful language in their intercourse with them.

IX. Their treatment of the pupils shall be uniformly gentle and kind. They shall, in no case, inflict corporal punishment, but shall report extreme cases of disobedience to the Superintendent.

X. They are to regard these Rules as stating only a few among the numerous duties which they are expected to perform; and are always to manifest their devotion to the interests of the Institution by cheerfully performing any other duties which circumstances, or the directions of the Superintendent, may require.¹

¹ Fifth Annual Report of the Indiana Asylum for Educating the Deaf and Dumb, (Indianapolis: State Printer, Nov. 16, 1848), pp. 25-26.

From 1850 until the present, it has been the policy of the school to engage personnel for supervising the pupils when they are not in the classroom. For a number of years, these persons were called monitors. This policy has been maintained with the title supervisor supplanting that of monitor.

Beginning in Supt. Johnson's administration in 1890, the rules of the school gave the Superintendent the power to expel pupils for serious infractions of disciplinary regulations. That there were such cases is brought out by the attendance statistics which gave the number of dismissals and for what reasons. The following report of dismissals in 1915 is typical:

	Causes of Discharge		Total
	Boys	Girls	
Death		1	1
Feeble-minded	1		1
Age and expiration of time		1	1
Age and dissatisfaction	2		2
Work at home	1		1
Improper conduct	2		2
Removal from State	2	1	3
Running off and			
Non-progression	5		5
	<u>13</u>	<u>3</u>	<u>16*</u>

* Seventy-Third Annual Report of the Indiana State School for the Deaf, (Indianapolis: Sept. 30, 1915), p. 11.

The 1889 Annual Report contained an account of a new disciplinary system.

The discipline that obtains in any body of persons gathered together is a matter for most careful consideration, but especially so is it in a school, and in one like this. It must be strict, firm and unyielding, yet tempered with a justice and love that

should appeal to those for whom it is established. With this in view, at the beginning of this scholastic year, an entirely new system was adopted, the central idea of which was that the pupils should assist in governing themselves. Rules and regulations were adopted touching upon the conduct of the pupils in every department of the institution. These were printed, nicely framed, thoroughly explained to the pupils, and then hung up in various places in the house.

Monitors of dormitories were then appointed for both the boys' and girls' side of the house, each wearing a button to designate the position.

Officers of the Day were appointed on the boys' side to the number of fifteen, each to serve one day, being relieved in the morning at breakfast time. While on duty the officer wears a handsome silver-plated shield, bearing in black enamelled letters the words, "Officer of the Day."

The duties of the monitors are confined to the dormitories, while the Officers of the Day exercise general supervision over the boys when not in the school room, study room or shop, seeing that they give obedience to the rules and reporting any infraction thereof. Tattling and tale-bearing, most contemptible vices, are not allowed, and reports are made only when the absolute good of the school demands it, but in every case where merited the proper punishment surely follows. These reports, as well as any reports, from teachers and regular officers, are handed to the Superintendent on Friday evening of each week, and they are published the following morning in the chapel, before the assembled school. This publication of itself is most unpleasing to a pupil who has any pride at all, and even to those who have none when they see how it affects others. The result has been most gratifying to everybody, including the pupils, and has awakened an interest in general good conduct most pleasing to contemplate. Further, as those who make the best record this year will be appointed to these positions next year, an incentive is furnished, and a friendly strife springs up as to who shall be the honored ones. Since adoption of this system, tardiness, talking in study and school room, boisterous conduct in the house, rude conduct to one another, slovenly appearance, and the like, are greatly diminished.

The present theory of discipline is to keep the students happy and interested in school through;

1. The provision of a broad curriculum
2. Promoting and providing a home-like situation or as near that as can be obtained
3. The provision of an extensive extracurricular program
4. A full athletic program for both boys and girls
5. A regular schedule of activities
6. Work experience at the school and
7. An informal guidance program.

Reports to parents now include character and personality traits, work habits, and general attitudes. Both attitude and scholastic awards are presented annually on Award Day.

The author's personal observation over a period of eight years leads to the belief that present disciplinary practices are progressive and efficient.

Extracurricular Activities

The changing theories and practices relative to extracurricular activities are as noticeable as those of any other phase of the school's history. The lack of reference to extracurricular activities, other than religious exercises before the year 1900 indicates disregard or opposition. Schedules of activities, such as the one listed on page 69, left little time for activities other than study, classroom work, labor, and religious exercises.

Following the organization of Literary Societies about 1900, the extracurricular program has been gradually broadened and given more emphasis. These activities once considered extracurricular--sewing, crafts, physical education and club work--have become a part of the curriculum. In the sense that they contribute to the student's total educational development, all sports activities, clubs, Scout training, assemblies, and the like, are important parts of the curriculum.

The early "Order of Exercises"(see page 69) for each day left little for activities currently considered extracurricular. In 1860, the schedule called for the following periods of recreation during the day: breakfast and noon, and one hour between noon and retiring time. Available sources give no indication of organized extracurricular activities before 1900. The annual examinations were outstanding events in the period from 1844 to 1890. These examinations for all pupils often lasted several days and were well attended by former graduates and other visitors.

Superintendent MacIntire, in his Annual Report on October 30, 1871, described the annual examination as follows:

At the close of the term in June, in accordance with our usual practice, the annual examination of all the classes took place and was conducted by the Superintendent, assisted by a committee of teachers, and extended, including the closing exercises, over a period of ten days. The examination was conducted,

both as to questions and answers, wholly in writing, and embraced a thorough review of the studies of each class during the term, and as it progressed, was attended occasionally by members of the Board and some of our most intelligent citizens. The result was not only gratifying to the teachers and commendable to the public, but highly satisfactory to all the friends of the pupils, and visitors, who witnessed the exercises. The questions were prepared beforehand, and were intended to test, as well the pupil's knowledge of written language as his acquaintance with the subjects studied. In answering the questions, seen by the pupil for the first time on the day of examination, he was furnished with pen, ink, paper, and a dictionary, but with no other assistance.

I may add that the written answers of each pupil are submitted to the examination of the committee appointed for the purpose, who carefully note the degree of success or failure in each case, and report the results to the Superintendent. From these reports the classification of the school is made up, and the grade of each pupil determined for the following session.¹

The school records indicate that the first specific extracurricular organizations to be formed were the Literary Societies. Though the actual date of their origin could not be found, the records show that they were meeting regularly in 1906. At that time there was a Boys' Society and a Girls' Society, both meeting two times yearly and twice yearly in joint session. School records or other available sources do not reveal nature of the meetings; but reference to Literary Society "practice nights" indicate that plays, recitations, or similar activities requiring practice, were presented.

¹ Thomas MacIntire, Twenty-Eighth Annual Report of the Institution for the Education of the Deaf and Dumb, (Indianapolis: State Printer, Dec. 8, 1871), pp. 22-23.

The Literary Society still exists, though the two groups have been combined into one for both boys and girls. This group meets monthly, and the programs consist mainly of book reviews, short plays, and the like.

From the beginning of the Literary Societies until now, numerous organizations such as the following have been formed: Boys' Club, Girls' Club, Boy Scouts, Girl Scouts, Merrymakers, Reading Club (boys and girls), Junior Red Cross Club, and a Cub Scout Troop. These are in addition to the numerous intra-mural sports activities for both boys and girls.

The Boy's Club and Girl's Club are primarily social organizations limited in membership to high school students. Each of these clubs has a large room attractively furnished and equipped with a variety of recreational material such as ping pong tables and miscellaneous table games. Members use the club room and its facilities during the regular weekly meeting and during any spare time. Each of these clubs operates a small commissary whose profits go toward defraying the expenses of the organization. Two faculty members sponsor each group and endeavor to promote hobbies, crafts, parliamentary procedure, courtesy, and training in leadership.

Both the Boy Scout and Girl Scout Troops, affiliated with the local and national organizations, carry out the regular scout program. Scoutmasters of each troop are faculty-members of the Indiana School for Deaf. Deaf

scouts make good progress in their work because of their enthusiasm and nearly perfect attendance made possible by residence at the school. Uniforms and other scout equipment are provided free of charge through the profits of a commissary operated by the scouts. Mr. Earl Rensberger, now a building contractor in Indianapolis, attained the highest scout rank, that of Eagle Scout, when he was a member of the troop of 1928.

The boy's and girl's Reading Clubs, supervised by the Dean of Boys and Dean of Girls respectively, aim to promote greater interest in reading outside of the classroom. Each of these reading clubs has for its use a large room furnished with attractive and comfortable furniture. Reading materials consist of current magazines, newspapers, and books acquired through annual membership fees or through donations.

The Photography and Hobby Clubs are smaller organizations within the Boy's Club and Girl's Club. These clubs attempt to promote and encourage the interests of smaller groups by providing necessary working equipment for following particular hobbies. The provision of a dark room and all essential equipment has encouraged a profitable and worthwhile hobby for older boys. Art, leather work, wood carving, weaving and similar hobbies are practiced by interested students .

The Junior Red Cross Club, organized from girls of the intermediate classes (grades 5-8), meet once weekly

learned during the year. At present "Open House", work from all classes and departments is exhibited in the gymnasium. Parents and the general public are invited to attend this exhibit which is followed by an all-school program in the auditorium.

For many years, the Indiana State School for the Deaf has sponsored a student publication. The first issue, called the Indiana Deaf Mute Journal, was published on November 28, 1887. On September 25, 1889, the present name Silent Hoosier, was substituted for the above title.

The publication was printed in newspaper form for a number of years, and was published semi-monthly. During Supt. Pittenger's administration, the magazine form was substituted and advertisements eliminated. This form has been retained and is now published monthly. (See Appendix)

The student publications and school records contain little evidence of organized athletics prior to 1911 when the school was moved to the new site on Forty-Second Street. Numerous articles in the school paper, prior to 1911, indicated an interest in sports, especially baseball, but no accounts of school games could be found.

The old school on East Washington Street contained no gymnasium, though Supt. Glenn in 1879 recommended the need for such.

Athletics and physical education have received increasing emphasis with each succeeding administrator. The school is now a member of the Indiana High School Athletic Association and competes regularly with local

high schools in the four major sports: football, basketball, baseball and track.

Expenses

Until 1846, students were required to pay a tuition fee of \$75. Students unable to supply this fee were required to furnish a certificate of poverty. Legislative enactment in 1846 provided that all the Deaf of the State of Indiana, between the ages of ten and thirty years, were entitled to an education, without charge for board or tuition, upon compliance with the rules of the Institution. Age limits have changed as shown in Table 4 on page 63.

From the beginning of the school, parents or guardians have been required to furnish clothing and transportation to and from the Institution. In cases of extreme poverty, when exceptions have been made to the above rule, the State provides the necessary funds.

CHAPTER VIII

CONTRIBUTIONS

In 1943, at the close of the one hundredth year, 4,210 deaf citizens of the State of Indiana had received the opportunity to profit from the facilities of the Indiana State School for the Deaf. It is a great honor to the State that each of these handicapped people has, to some degree, received a portion of his birthright--the opportunity to receive a free and liberal education.

The Indiana State School for the Deaf has made an immeasurable contribution in the training of this large number of handicapped persons, enabling the majority of them to become self-supporting, self-respecting, participating citizens of their respective communities. The majority of its graduates have become assets to society rather than liabilities. There is still a great deal of truth in the following statements made in the "First Annual Report" for the year 1844.

Indeed, the difference between the uneducated and the educated mute is almost incredible. The former "wends his weary way" through life in ignorance and obscurity--often an object of charity, and almost a burden to himself; but the latter, gladdened by the genial ray of knowledge, and fitted for the discharge of duty, becomes a blessing to his friends and to

society, acts well his part as a member of the great human family--enjoys the present, and looks forward to the future with cheerfulness and hope.¹

The following table shows the occupations of 190 alumni in 1894.¹

TABLE 11
OCCUPATIONS OF 190 ALUMNI OF THE INDIANA
STATE SCHOOL FOR DEAF IN 1894*

Occupation	Frequency	Occupation	Frequency
Abstract Clerk....	1	Harness Maker....	1
Artist.....	1	Hostler.....	1
Book Keeper.....	2	Hair Worker.....	4
Barber.....	3	Horse-collar Mkr.	1
Bill Poster.....	1	Instrument Maker.	1
Blacksmith.....	2	Laborer.....	2
Box Maker.....	2	Manufacturer.....	1
Burnisher.....	1	Machinist.....	3
Baker.....	1	Merchant.....	2
Broom Maker.....	1	Minister.....	2
Iron Worker.....	1	Printer.....	10
Brewer.....	1	Painter.....	2
Cabinet Maker....	1	Packer.....	1
Clerk.....	1	Shoemaker.....	6
Carpenter.....	1	Stone Cutter.....	1
Cooper.....	2	Saw-mill Worker..	4
Carpet Weaver....	1	Section Hand.....	1
Cigar Maker.....	1	Supervisor(school)	1
Carpenter.....	2	Teacher.....	8
Carpet Layer.....	2	Tailor.....	8
Dressmaker.....	13	Tub Maker.....	1
Engraver.....	1	Tinner.....	1
Engineer.....	1	Wood Carver.....	3
Farmer.....	32	Wood Turner.....	1
Florist.....	1	Wood Worker.....	1
Gunmaker.....	1	Wheel Maker.....	1
Housework.....	45		

* Fifty-First Annual Report of the Indiana Institution for Educating the Deaf and Dumb, (Indianapolis: State Printer, 1894), p. 32. Data taken from an account of an alumni reunion in 1894.

¹ First Annual Report of the Asylum for Educating the Deaf and Dumb. (1844), p. 4

In Table 11, fifty-five separate occupations are listed for the 190 former pupils. This table serves to illustrate the wide variety of occupations which were pursued by the Deaf in 1894. That these handicapped people, fifty-four years ago, were able to serve these useful positions in their communities is some indication of the school's contribution.

Excluding housework, the item having the greatest frequency is farmer, followed in order by dressmaker, printer, teacher, tailor, and shoemaker. Though no statistics were available to show the number of those following trades learned in school, it is significant that the trades or occupations having the highest frequency were taught at that time and for a number of years preceding.

In a recent study of 174 graduates of the Indiana State School for the Deaf, 57 followed the trade learned in school, thirty did so partially, eighty were following other occupations, and seven cases were not clear.¹

Table 12 on page 112 shows the occupations of twenty-four members of the 1947 graduating class of the School for Deaf. Two other members of the class were not included. The majority of graduates in this class as they have in the past, enter immediately into some

¹ Richard Phillips, Vocational Counselor, Indiana State Dept. of Education, Vocational Rehabilitation Division, (August 16, 1948), Incompleted study.

form of productive labor. Only a very small per cent of graduates go on to college, though the Indiana School ranks high in this respect. During a single year since 1935, Indiana, with sixteen students in the college, ranked highest of any state. During the past year, when California led with twenty-five students, Indiana's representation of nine ranked fourth or fifth.

One of the members of this class, tabulated as a college student, attended Indiana University during the 1948 summer session. He is a regular student at Gallaudet College, Washington D. C. That this large number of the last graduating class is engaging in worthwhile endeavor is further evidence of the school's contribution.

The Indiana School for the Deaf, in recent years, has taken an active part in civic activities such as Red Cross Drives, Community Chest Drives, and War Bond Campaigns. Employees and students took part in and contributed to the recent "Save the Shades" campaign. Approximate contributions to each of the above listed civic activities during the 1947-48 school year were as follows: the Red Cross, seventy-five dollars; the Community Chest, four hundred dollars; and "Save the Shades", forty dollars. In 1944 during a single war bond drive sponsored by an intermediate class, the sum of six thousand seven hundred dollars was raised from employees and students.

TABLE 12

OCCUPATIONS OF TWENTY-FOUR MEMBERS OF THE
1947 GRADUATING CLASS OF THE INDIANA
STATE SCHOOL FOR THE DEAF*

Occupation	Frequency
Printer.....	2
Dormitory Supervisor.....	1
Office Typist.....	1
Assembler-Diamond Chain.....	2
Decorative Painter at Harper Ransburg.....	2
Furniture Cleaner.....	1
Waitress	1
College Student.....	2
Delco-Remy, Factory Worker.....	1
Key Punch Operator.....	1
Cabinet Maker.....	1
Studebaker, Factory Worker.....	2
Comptometer operator.....	1
Factory Laborer.....	1
Linotype Operator.....	1
Factory Laborer, Link Belt Co.....	1
Factory Worker, Candy Factory.....	1
Barber.....	1
Packer-L.S. Ayres.....	1

*Data secured from card files of Richard Phillips, Vocational Counselor, Indiana State Department of Education, Rehabilitation Division (Vocational Rehabilitation).

For the past several summers, the facilities of the school have been placed at the disposal of the American Legion in carrying out the activity commonly called "Boys' State." This organization promotes training and practice in governmental procedure. Approximately 500 boys, selected from Indiana High Schools, participate in this program.

The Indiana State School for the Deaf remains alert for opportunities of service to its students, to its graduates, to the community and to the State of Indiana.

CHAPTER IX

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study has been to present a history of the Indiana State School for the Deaf, describing the founding processes, and showing the significant changes and developments which have taken place in the 105 year existence of the school.

Chapter I, the introduction, contains a statement of the problem, source of data, methods of securing the data, plan of treatment, definitions and limitations. School records, which have been carefully preserved, furnished a reliable source of material for this historical study. Most of the material, because of its accuracy, was taken from the annual reports of the school to the Governor and Legislature of Indiana.

A brief historical sketch of the European and American background was given in the first sections of Chapter II. Prior to the sixteenth century, little effort or progress was made toward educating the deaf, as they were considered incapable of instruction. The art of educating the deaf, started in Italy, was taken up by Ponce de Leon in Spain about 1520 and later spread to France, Germany, Holland, and England. Two distinct methods

developed--the French method or Sign method and the German oral method. The first school for deaf in America, founded by Thomas Gallaudet in 1817, was patterned after the French sign method. The Indiana School for Deaf, the seventh school for deaf in the United States, was founded in 1843 by William Willard, a graduate of the Connecticut School founded by Gallaudet. Since its beginning, the chief administrators of the Indiana State School for the Deaf have been William Willard, James S. Brown, Thomas MacIntire, William Glenn, Eli P. Baker, Richard O. Johnson, Oscar M. Pittenger, and the present superintendent, J. A. Raney.

The Indiana School for the Deaf, started as a private institution by Mr. Willard in 1843, was incorporated by the state in 1844 and opened in rented quarters on the corner of Illinois and Maryland Streets in Indianapolis. The State soon purchased 120 acres of land, part of which is now occupied by Willard Park on East Washington Street as a permanent site for the "Institution." New buildings, erected soon after the purchase of the site, were occupied by 1850.

Increased enrollments, deterioration of buildings and the desire for a more suitable location led to the purchase of the new and present site of seventy-seven acres located directly north of the Indiana State fairgrounds. The enrollment of the school grew from sixteen in the first

year to a record of 492 in 1938 after which time there has been a gradual decline.

Chapter III is composed of a history of the material equipment of the school. Since the incorporation of the Indiana School for Deaf in 1844, it has been located at four different sites. In 1844, the school began in rented quarters on the south side of Washington Street midway between Delaware and Pennsylvania Streets. In 1850, a move was made to the new buildings on the permanent site at Washington and State Streets. The erection of a large main building and a school house was followed by the construction of shops, stables and other necessary buildings.

After school enrollments became too large for the building facilities, new buildings were constructed on the present tract of seventy-seven acres on Forty-Second Street, directly north of the Indiana State Fairgrounds. The original site and buildings on East Washington Street were sold.

The library, begun mainly from donations of books and money, grew irregularly until recent years. Comparatively well stocked at present, the library is maintained and supervised by a trained librarian. The supply of instructional materials, at first acquired in a similar manner through gifts, has been greatly broadened and is now furnished through appropriations for that purpose.

A history of the administration is presented in Chapter IV, including such phases as means of support, administrative agencies, student accounting, administrative standards, and relation to other schools. The Indiana State School for the Deaf has been State supported and governed by a Board of Trustees since its official incorporation in 1844. The eight chief administrators of the school have been called superintendents except during the first five years when the term principal was used. The complete course ranged from five years in the beginning to fourteen years. Specific requirements for entrance such as age limits and the like, have always been maintained. Age limits for admission have varied from the ages ten to thirty in 1844 to the ages six to twenty-one in 1948. The policy of promoting friendly cooperative relationships with the public and with other schools has been followed throughout the history of the Indiana School for Deaf.

Chapter V, concerned with the program of studies, includes examples at intervals in the history of the school to illustrate the significant changes and developments in this phase. Numerous changes have been made in the subject offerings of the school since its beginning in 1844. These changes have involved additions, eliminations and other variations. Religious instruction, at first prominent, gradually was removed from the course of study. The Vocational Department, beginning with coopering, also

witnessed many changes in course offerings. A normal training class for teachers was instituted in 1890, discontinued in 1934, and resumed because of teacher shortage in 1947.

In Chapter VI, various phases of instruction, such as specific methods and educational theories, were described as they changed or developed. During the first fifty years the proportion of male teachers was greater, but after 1904, the number of women instructors greatly exceeded that of men. Women teachers, until recent years, were paid much less than male teachers. The number of instructors grew from one in the first year to forty-five. Various methods of instruction, termed the manual method, the oral method, the auricular method, and the combined method, are described in this chapter. At first ridiculed, the oral method, involving speech training and lip-reading, gradually received greater emphasis. No one of these particular methods has ever been used exclusively at the Indiana School for Deaf.

A history of the students and student life, tracing such factors as enrollment, sex, age, discipline, extracurricular activities, and expenses, was presented in Chapter VII. Student enrollments, ranging from 16 to 492, were predominately boys before 1911 after which time the proportions have been approximately equal. Because of entrance requirements and other factors, the

average age of students has decreased. Ages of students have varied between five and thirty, though the present admission requirements keep the range between six and twenty-one. Proper student discipline, for many years thought best attained by religious activities and lectures, is now promoted by a broad and well-supervised extra-curricular program. School attendance and subsistence have been free to all eligible students since 1846.

Chapter VIII dealt with the contributions of the school, as represented by the alumni and as reflected by local community life. The greatest contribution made by the Indiana State School for the Deaf has been the training which has enabled hundreds of deaf boys and girls to take responsible self-supporting positions in their own communities. Occupations which recent graduates are following were given and compared with the occupations of graduates fifty years ago. Examples of support to organized community activities, such as the Red Cross, Community Chest and War Bond Drives, were given to illustrate a further contribution of the school.

Conclusions

The real origin of the school and its methods of instruction can be traced to its American and European background. The Indiana State School for the Deaf was founded by William Willard in Indianapolis in 1843 and has always been located in this city. Seven superintendents, following Mr. Willard, have served as chief administrators.

Steady increases in enrollment led to a succession of moves from the first rented quarters to a site now occupied by Willard Park on East Washington Street, and then to the present site on Forty-Second Street, just east of the Monon Railway.

The School for the Deaf has been State supported since its incorporation in 1844, first by a direct tax levy and secondly through biennial legislative appropriations.

The program of studies, very limited in the beginning, has changed and broadened until the present when it is on a par with that of public schools of similar size in the State of Indiana.

The first one-teacher faculty was increased steadily in number as enrollments increased. There was a gradual change, from a preponderance of men teachers to the present preponderance of women teachers. The oral

method, once ridiculed at the school, has gained a place of importance in the curriculum. Excepting one short period, salaries for teachers showed a steady increase. Religious training gradually lost its emphasis and was finally removed from the daily program.

The enrollment increased steadily, reaching its peak in 1938. Since 1938 there has been a gradual decline.

The extracurricular organization, beginning about the turn of the century, has been steadily broadened and given greater emphasis.

The major contributions of the Indiana State School for the Deaf are those reflected in its alumni who become useful citizens and those reflected by its participation in civic activities.

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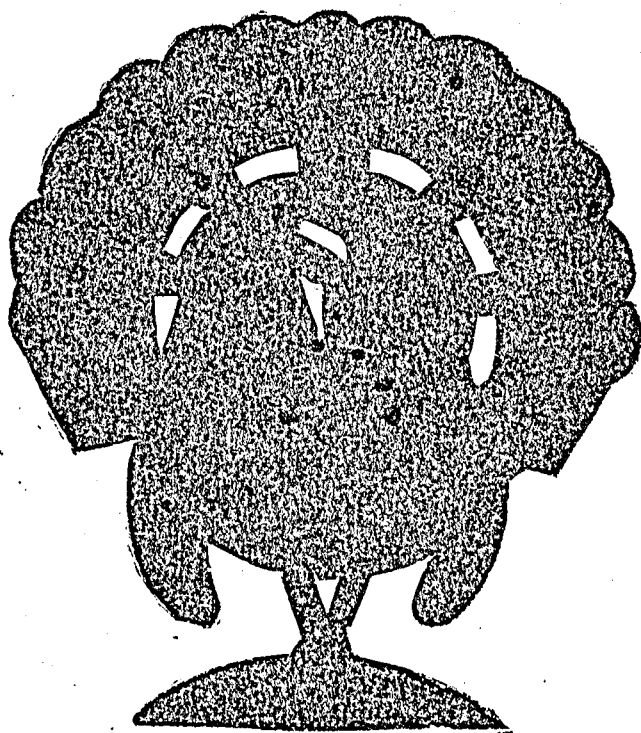
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APPENDIX

STUDENT PUBLICATION

The Hoosier



November 1948

THANKSGIVING

*For the sunshine in all its radiance,
I'm thankful!*

*For the shadows and the rain, and
each busy, happy hour!*

*For the sunset's glorious, changing
colors flung at me for a moment!*

For the friends I have!

For the old folk, bless their hearts!

*For the trusting child in whose
shining eyes I see God!*

*For a tender heart that feels an-
other's pain!*

*For a faith that carries me through
life's offerings!*

*For dreams, and memories, and
you!*

*It seems I'm thankful for 'most
everything, dear God . . . and,
I am!*

—LaVetta L. Hummel.

The Hoosier

"There's a language that is Mute; a Silence that Speaks."

VOLUME 61

INDIANAPOLIS 5, IND., NOVEMBER, 1948

NUMBER 2

The Special Education of The Deaf

By Richard G. Brill, Principal of the Newark Day School

(Reprinted from The Silent Worker)

The Education of the deaf child has long been recognized as the most difficult and the most technical type of education. While the first permanent school for the deaf was attempted in this country as early as 1810, now, in 1948, we have 204 schools for the deaf in the United States made up of 66 public residential schools, 115 public day schools, and 23 denominational and private schools. There are schools or classes for deaf children in 45 of our states, and the three small population states that do not have schools within their borders arrange to have their deaf children educated in schools in neighboring states.

Naturally the schools vary a great deal as to their facilities, the quality of their staffs, and somewhat as to the basic philosophy of the school. In spite of the differences, the amount of similarity and agreement in this geographically widespread profession is remarkable. Reasons for the similarity are not too hard to find. First of all, the basic handicap of deafness, the lack of understanding and use of language by the child who is born deaf or who becomes deaf at an early age, is universal. Secondly, the large majority of trained teachers of the deaf all received their training to teach in this special field in one of a very small number of training centers. While these training centers naturally differ to some extent, they pretty well agree on what the neophyte teacher of the deaf should learn and how to teach.

Regardless of whether the school for the deaf is a residential school or a day school, the

classroom education of the young deaf child will be about the same for the first five years he is in school. Along with a lot of play time and activity time the beginning deaf child is going to start to build not one, but three vocabularies. A small number of words the child is going to learn to say, a large number he is going to recognize from the lips, and possibly a still greater number he will learn to recognize in written or manuscript form.

It makes little difference whether the school is in California or in New York, or whether it is a day school or a residential school, the deaf child will first learn the names of toys and objects around his own school room, his own name and the names of a few people around the school, a few simple actions that can be performed in the classroom, and a certain number of colors and numbers.

Nearly every school will do its utmost to utilize any residual hearing the deaf child may have. Speaking tubes, group hearing aids, recorded music, and the piano will all be used to educate any residual hearing that remains in the speech range.

As the child continues through his first four or five years of school his vocabularies are constantly broadened, and he is started on the long struggle whereby he attempts to use and understand language as an expression of connected thought, rather than individual vocabulary lists. Action verbs are first introduced in their past tense form, because when a child first attempts to tell something, it is an action that has already happened. Now the child must begin to use present and

future forms. As in the public schools, the manuscript form of writing, commonly thought of as printing, is what the child first learns. There are several reasons for this, among the most important being the similarity between this and the actual printed form that he sees in books and also the fact that the manuscript letters do not require the advanced muscular control that script writing requires, and so is easier for the small child. In about the fourth year the change to script writing is made very easily.

After the first two or three years of school the deaf child will begin on some of the subject matter that his hearing brothers and sisters are learning in their schools. But all through his school career basic language and reading must remain the core of his curriculum.

Varying somewhat from school to school the deaf child will probably start shop work when he is about 10 years old. Most schools have an elementary woodworking shop where the younger boys become familiar with hand tools, and after a couple of years they usually go into a general shop. This is an exploratory program which helps the boy to decide which of the advanced shops of the school he would like to enter. For girls, the same general plan is followed, but often on a more limited scale with the teaching of homemaking skills usually predominating.

As the children get older and reach the higher grades the difference in methods used, and the basic philosophy of the various schools play a more important role in the type of education the school is going to offer. The large majority of residential schools,

who in turn educate the large majority of deaf children, are what is known as "combined" schools. The actual definition of this term varies in practice widely from school to school. Some "combined" schools maintain oral classes throughout their whole school, but allow signs and finger spelling on the grounds, in assembly exercises, and in the shops. Other "combined" schools may have older classes where finger spelling is used as method of communication within the classroom, while most all schools claim that they do not allow the sign language as a means of communication inside the classroom although they do allow it any place else around the school. Proponents of the combined system maintain that all children gain as the system is fitted to the child, rather than the child being made to fit some particular system.

A few of the residential schools and nearly all day schools are what is known as "pure oral" schools. In such schools all attempts to manual communication are discouraged and all communication both within and outside the classroom is carried on by means of speech and lip reading. Proponents of this method claim that the deaf child is going to have to live in a hearing world and he will need all the practice in speech and lip reading he can get.

There are many arguments and counter arguments in this long standing controversy, but again there is closer agreement than some people suspect. With a few exceptions, most of the oral educators will agree that due to individual differences there are some pupils who can best learn by manual methods, and they will also agree that manual communication has certain unquestioned advantages in addressing large groups of deaf people. Also most combined educators will admit of having known a considerable number of children in schools for the deaf who had too great a hearing loss to get along in public schools, and who should have eventually been able to get along by depending on their speech and lip reading in a hearing group, but did not do so because they had found it so much

easier to communicate by manual means.

The day school is often limited in the education it can extend beyond the doors of the classroom, as the children must return home at the close of the school day. Theoretically, the deaf child living at home will play and learn from his hearing companions, but in practice it is very unusual for a deaf child, particularly while in the adolescent stage, to fit into a hearing group of children. In most cases the communication barrier is just too great. However, the day school usually has the opportunity of more frequent contact with the parents of deaf children, and thus has a greater opportunity in the field of parent-education.

The academic level of education in most schools for the deaf goes to about the ninth grade level. This is due to the fact that the deaf child has at least a three year handicap when he first enters school, and with the original handicap it is difficult to make a full year of progress in a year, as measured by public school standards. Therefore the average deaf child will be 18 or 19 years old when he completes this basic education. Undeniably, a great number do not go to school beyond this point. A very small percentage will continue on in hearing schools, enter Gallaudet College in Washington, D. C., the only college for the deaf in the world. Records show that the deaf as a whole, with the education that they have attained in schools for the deaf, lead very successful lives as measured both by economic success, and by personal adjustment and happiness.

Most parents of deaf children do not have an opportunity for a choice of schools when it comes time for them to send their children to school. The most important thing is for the parent to realize that his child does have an educational handicap, and that it is essential for him to attend a special school for deaf children to overcome this handicap. When a family is in a situation where a choice can be made between schools for the deaf, the parents should make a judgment based on certain criteria. First of all parents should visit the schools and learn the facts for themselves, not

depend on rumor or second or third hand judgment. The teaching staff is probably the most important part of the school. Find the answers to these questions. Are most of the teachers trained and experienced teachers of the deaf? Is the school large enough so that every teacher teaches only one grade at a time, or must the teachers have pupils who vary widely in age and grade in her classroom at the same time? Do the teachers have a supervising teacher or a principal who is an experienced educator of the deaf? Can the school offer good vocational training? Is there a happy, congenial atmosphere about the teachers, other staff members, and the pupils who are in the school? Are the physical facilities, including classrooms, dormitories, and dining rooms as healthy, safe and attractive as they can be made? Is there a well planned extra-curricular program at the school? Can you meet and talk to some of the alumni of the school so you can judge how successful an education they have received?

A decision based on some such objective basis as the above may help a parent decide which is really the best school for his child.

N. LEE HARRIS, 72, TEACHER OF DEAF, DIES

N. Lee Harris, 72, instructor for the deaf, died September 25 at his home, 3941 Park Ave. Funeral services were at 1:30 p.m. Monday at Flanner & Buchanan Mortuary followed by burial in Crown Hill Cemetery.

Mr. Harris was a graduate of the Indiana School for the Deaf and a member of the National Fraternal Society of the Deaf. He was a native of Amboy and had lived in Indianapolis 50 years.

Survivors include four daughters, Mrs. Stanley Shalley, Mrs. Howard Sinclair, Mrs. Chester Carter and Mrs. Richard Skinner, Columbus, O., two sisters, Mrs. Robert Brinkley, of Baton Rouge, La., and Sarah Forsyth, and seven grandchildren.

—The Indianapolis News.

The Hoosier

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J. A. RANEY - - - - - Superintendent

EXECUTIVE CONFERENCE MEETING Faribault, Minnesota

October 12-15

The twentieth regular meeting of the Conference of Executives of the American Schools for the Deaf held at the Minnesota School for the Deaf at Faribault, Minnesota, recently was, without a doubt, one of the most constructive ever held by the Conference. The site of the conference was ideal and Superintendent Quigley, his entire and efficient staff, and the city of Faribault, can not be commended enough for their generous and graceous reception and provisions during our entire stay with them. Every detail for our comfort and enjoyment was cared for, and the school itself can be proud of its city, and likewise the city can be justly proud of its fine school. We found much at the Minnesota School for the Deaf that we are needing and fighting for in the profession generally today.

We enjoyed the largest attendance in the history of the Conference, and there was evidenced a spirit of unitedness and participation, and a determination to work together for those basic and fundamental needs confronting our profession and our deaf schools today. All those given assignments discharged them with sincere efforts, and the topics considered at this Conference

may very well determine our advancement for years to come. All those attending found it easy to be present at every session and to take a part in a program challenging the best in all those charged with the responsibilities of leading and directing the educational programs in the various schools in the United States and Canada. I believe I can say that there was evidenced and displayed agreement to a marked degree by all those attending from the Residential, Day and Private Schools pertaining to the broader and fundamental needs and requirements for the proper education of the deaf child.

We can not deny that we are a part of the educational system in America and all those implications which tend to threaten education generally are of major and vital concern so far as our special programs are concerned. I was pleased and happy that some of these features were advanced and discussed without reservation and the stand taken was most heartening to me personally. I would like to say in passing that we should confess that the various States have not done all that they should and could in the business of education generally and that some of these shortcomings should be altered before asking for Federal Aid to Education.

The needs of our special program are known, there is aroused interest and determination to plan constructively and unitedly to attain those needs and by planning to meet annually, I am confident that the future for the education and training of the deaf in America will be wholesome and more adequate. The men and women in the profession, the leaders, have the ability and the determination and I am confident we will attain the results through a united and concerted approach.—J. A. R.

Local and Alumni

CAMPUS NEWS

Miss Iva Boggs was called home recently by the death of her grandmother.

Mr. and Mrs. Calton James (Marjorie Case) of Sonoma, Calif. are the parents of Juanita Ann, who arrived in October.

Mrs. Nellie Jensen was called to her home in Kentucky because of the serious illness of her aged mother.

Mrs. Janet Tower has moved to a small farm on the outskirts of town where she plans to raise chickens.

Mr. and Mrs. Norman Brown enjoyed a recent visit from Mrs. Brown's mother, Mrs. A. J. Benoit of Salina, Kansas.

Miss Green's two sisters and a brother-in-law from East New Orange, N. J., visited on the campus for several days in September.

On one of their recent days off, Mr. and Mrs. Kratzberg drove to Brown County to take in the beautiful fall scenery.

John Grant, Miss Grant's brother from Missouri, spent one night in Indianapolis recently after driving Miss Grant's car here for her.

Mr. and Mrs. Dewey Samples (Ruby Miller) recently became the owners of a Pontiac in which they journeyed to Nappanee to visit Ruby's family.

Mrs. Larsen and the children have deserted Indianapolis in favor of North Carolina where they will visit Mrs. Larsen's family for a few weeks.

Miss Koob is the envy of all as she drives her new Ford. It is a beautiful birch gray Tudor sedan and was delivered after a wait of almost three years.

Miss Grace Kinsley, a former teacher here who retired several years ago, visited school recently to renew old acquaintances. She now lives on a farm in Shelbyville.

Mrs. Ruby Samples was the recipient of many nice gifts on Nov. 13 when a group of friends hon-

ored her with a bridal shower at the home of Mrs. Norman Brown.

Mr. W. L. Fair took off in his Oldsmobile for a family reunion in Oklahoma recently. From there he went to Dallas, Texas to visit a brother before returning to school.

Mr. and Mrs. Norman Brown spent a recent week-end in Flint, Michigan. On the return trip, they brought Mrs. Brown's sister, Mrs. Earl Roberts, and her two small children.

The new fluorescent lights installed in each schoolroom during the summer are being thoroughly enjoyed by pupils and teachers alike. Also, the different shades of paint decorating each room adds much to the attractiveness of the school building.

The Indianapolis Chapter of the Gallaudet College Alumni Association entertained visiting alumni after the Illinois-Indiana football game, October 30. Delicious refreshments were served in the Home Economics room by Misses Coriale and Boggs.

A great many staff members are taking advantage of the evening courses offered by Butler and Indiana Universities. Mr. Glancy, Mr. Brown, Mr. Triebert, Miss Christian, Miss Offutt, Mrs. Fair, Miss Criscillis and Mrs. Jensen are attending Butler. Miss Bodimer, Miss Boggs and Miss Santarossa are attending the Indiana University Extension classes.

Misses Boggs, Bodimer and Koob report an enjoyable time on the Indiana University campus in Bloomington this past summer. For living quarters they secured a luxurious six-room apartment from one of the Deans. Along with the apartment there was a sunken garden in which they entertained fellow students at weiner roasts and watermelon feasts. At the close of the nine weeks session, Miss Koob was awarded an M.S. degree in Education. Miss Boggs will complete the requirements for her degree in January. Miss Bodimer plans to return to the campus next summer.

ANNUAL HOME MEETING

The annual meeting of the members and Board of Directors of the Archibald Memorial Home was held in the auditorium of the School for the Deaf this year. The meeting was held on Sunday, Oct. 10th. The use of the School for the meeting was extended through the kindness of Supt. Raney and was much appreciated. While the location of the school so far from the downtown section is some draw back, otherwise it is a much better place for the meetings than the location used in former years.

Only a fair crowd was present. This was due partly to the threatening weather, also it is probable that some people stayed away because of a lack of energy to make the trip and a desire to "let George do it." The Home belongs to the Deaf of the entire state and it is the duty of everyone to attend the annual meetings. We can't seem to see eye to eye with those who don't attend the meetings, then the wrong people are elected to the Board or something else goes wrong, or their districts are not represented on the Board, they spend the next year bawling because of the unfairness of the meeting. An effort is made to have each district represented on the Board, but when there is not even a good candidate present from a certain section, it is obviously impossible to give that part of the state a voice in the management of the Home.

The purpose of the meeting, as usual, was to elect new directors and to receive reports from the various officers entrusted with the management of the Home.

The terms of Harry V. Jackson and Leo M. Douglas as members of the Board expired this year. Mr. Jackson was re-elected for a five year term, but Mr. Douglas declined to run again. Mrs. Julia Carmichael of Monticello was elected to a five year term succeeding Mr. Douglas. The loss of Mr. Douglas from the Board was one which the Home can ill afford. He served three years as President of the Board and has always been one of the most valued members and hardest workers. He is one of those rare individuals who seem to thrive on knocks. He has always been ready to fight to the end for

what he believed was right and best for the Home. He leaves the Board with the knowledge that he leaves a job well done. Mrs. Carmichael is not new to the Board, having been a member of that body several years ago. She is well-known and well liked by everyone and she has always been a hard worker for the Home. We believe her addition to the Board will be a very profitable one for the Home.

The rest of the meeting was given over the reports for the past year. Supt. Miller, in his report, stated that the crops have ranged from poor to excellent this year. The late rainy season has had a bad effect on many of the crops. The wheat was fair while not much will be realized from the oats and soy beans. The corn is looking fine and Supt. Miller is very optimistic about the prospects from that source. He had several fine looking ears of corn on display at the meeting. He reports that the livestock is in very good condition. He recently bought a bull calf for future use in improving the herd. The calf is registered and is a fine looking youngster.

In his report, Pres. Jones reviewed the work of the Board for the past year. This included the construction of the new service building at the Home, the purchase of the new truck, the jeep and the other equipment. Also much of the machinery is being completely overhauled. It is felt this will be cheaper in the long run than making repairs everytime the machine breaks down. Most of the equipment is more than twelve years old and should be replaced. This is impossible at this time so the next best thing is to have it overhauled. While much money has been spent at the Home this year, it is felt this is necessary if we want to make a profit in the future. Pres. Jones also told of some observations on a recent trip to the Home. Mrs. Miller has put up over six hundred cans of fruits and vegetables for use this winter. This will be a welcome addition to the Home's food program during the coming months. He also reported 32 little pigs at the Home with more expected soon. The Home is looking in much better condition than ever before and it is hoped many people will find time to pay

a visit to the Home this fall. The old people get lonesome and are always glad to have visitors.

Tommy Waisner announced that he had realized \$19.27 from the sale of writing pads. He turned the entire amount over to Treas. Walker. The sale of pads for the benefit of the Home is entirely voluntary on the part of Tommy and his efforts to help the Home are deeply appreciated.

Mr. M. V. Collins of this city (Indianapolis) was introduced to the meeting. It was his 87th birthday and he was given a big hand by those present. At present he is one of the oldest deaf people in the state. Mr. Collins has always been a supporter of the Home and has always attended the meetings. The fact that a man 87 years old can attend the meetings should put to shame those much younger who are not ambitious enough to attend the meetings at least once a year.

A sum of \$23.00 was collected from those present by Goldie Jones and Edgar Lloyd. This is for the benefit of the movie fund at the Home.

Mrs. Miller, Matron of the Home, announced that the Home is badly in need of a sewing machine. Anyone, or their friends, who have a machine they have no further use for will confer a great favor by notifying Mrs. Miller at the Home.

Following the meeting, the Board of Directors convened for the annual election of officers. The entire list of officers for the past year was re-elected. Mrs. Carmichael was elected third vice-president in place of John O'Brien who moved to Oregon last summer. The officers for the coming year are:

President ----- Lebert E. Jones.
1st Vice-Pres. -- Richard Phillips.
2nd Vice-Pres. -- Harry Jackson.
3rd Vice-Pres. -- Julia Carmichael.
Secretary ---- Marian L. Smith.
Treasurer ---- Garnel B. Walker.

Other members of the Board are Donald Herran, Perry Keys, Claude Perkins, William Graham and Norman Brown.

—The Silent Hoosier.

ALUMNI NEWS

(from the Silent Hoosier)

Mr. and Mrs. Philip Kaim of Louisville, Ky., are the proud par-

enst of a baby boy, Michael Philip, who arrived on October 12, weighing 7lb. 7½ oz. Mrs. Kaim is the former Pauline Kelly of Warsaw, Indiana.

The Indianapolis Times recently started an improvement plan which called for the services of a strictly high grade engraver. Their scouts turned up with Estel Barry and he was given a trial. He is now the star engraver and if you see a good picture or color ad in the Times, the chances are that Barry made the cuts. Who said the deaf cannot do things?

Mr. and Mrs. Charles Roberts were honored with a wedding party at Garfield Park in Indianapolis on Oct. 16th. The affair was engineered by Mrs. Robert's (Rosa Dryer) fellow employees at P. R. Mallory Co. In spite of the cold weather about 30 friends were on hand to take part in the weiner roast. The newlyweds were presented with a beautiful chenile rug. They are residing on the East Side in a home they recently purchased.

Mr. and Mrs. Charles Neff (Winona Holmes) one of our highly esteemed couples of Goshen received the surprise of their lives on Oct. 24th. The occasion was a celebration of their silver wedding anniversary which was tended them by about 50 deaf friends of Goshen and surrounding towns. A bountiful feast was spread on the large table and was greatly enjoyed. The program consisted of a number of informal speeches. Later a feast of watermelon was served to those present. Everyone greatly enjoyed the day and left wishing Mr. and Mrs. Neff many more happy anniversaries.

The annual Halloween party of the Indianapolis Deaf came off on schedule this year and was an improvement over last year. The place was the same H H H auditorium in the State Fair Grounds but there were features entirely new to the natives. There were more maskers than ever before and the judges had a hard job picking the pride winners. There were games that were new and very amusing. There were cats and soft drinks in abundance and about

the biggest crowd ever assembled in Indianapolis. This affair is the joint effort of the Frats, the Aux-Frats and the Indianapolis Deaf Club members. That is a combination that is hard to beat.

Dr. and Mrs. Ross W. Rissler of El Paso, Texas, have announced the engagement and marriage of their sister, Miss Martha Pittenger, to Lt. Col. Barnette Robinson of the United States Marine Corps. The wedding was held on Thanksgiving afternoon, Thursday, November 25th, at Chapel No. 1, Biggs Air Force Base, El Paso.

Mrs. Robinson has been a teacher at the Ohio State School for the Deaf in Columbus, Ohio, where her sister, Miss Priscilla Pittenger, is now teaching. She is the daughter of the late Dr. and Mrs. Oscar M. Pittenger of Indiana.

Colonel Robinson is an aviator and is now serving at San Diego, California. He is the son of Mr. and Mrs. Walter Robinson of Carthage, Missouri.

A bridal shower was held in Kokomo at the home of Ruth James for Mrs. Ralph Lund on Oct. 10. Games were played and Mrs. Ruby Winn, the lucky one among the girls, won two games and received the prizes. Cake and ice-cream were served. The recent bride received several nice useful presents.

Those who attended the shower were: Mrs. Alma Runyon, Lavinia Runyon, Mrs. Alma Runyon, Mrs. Mary Runyon and her daughter, Elma, Mrs. Freda Grimes, Mrs. Randall Houchins and daughter, Sandy, Miss Wilma Ewing. Out of town guests were: Miss Doris Spangler of Deer Creek, Mrs. Fances Church of Claypool, Mrs. Lydia Littler of Hartford City and Mrs. Ruby Winn and daughter, Paula, of Marion.

Betty Kirkwood and Billy Hunter were united in marriage. The wedding was Saturday, October 16, at the Methodist Church in Henderson, Ky. The bride wore an aqua suit and her corsage was of gardenias. Mrs. Bculah Abel was her maid of honor and Mr. Joe Edwards of Illinois was best man. The couple live in Evansville, Indiana.

Extra-Curricular Activities

MERRY MAKERS CLUB

The Merry Makers Club meets each Wednesday afternoon from 3:30 to 4:30 o'clock. The following girls are members of the club this year:

Grace Miller, Barbara Belding, Ilene Hoff, Joan Ford, Judith Murrello, Annette Duesler, Martha Greathouse, Nancy Guge, Rosa Manning, Georgianna Sering, Shirley Tindle, Eleanore Geroff, Mary Greathouse, Betty Rusch, Susan Vaughn, Linda Bogue, Margaret Pasko, Annette Stafford, Reba Templeton, Marla Barclay, Carolyn Mitton, Jean Riggs and Gail Lisman.

GIRL SCOUTS

Troop 47 is working on a couple of interesting projects. First they are making a couple of very interesting and educational books—Flowers and Trees. Second—they are anxious to edit a Scout paper. Each troop is to write up some news and personal items. Troop 47 will classify these and make a newspaper of, by and for Girl Scouts.

Troop 48 is well versed on the four directions of the compass and do very well on the eight directions but to figure out the sixteen points is at the present time showing mysticism.

Troop 129 is in its cute stage when most any minute at any place a little girl will tap you on the shoulder and ask you, "Is that right?" She has said her Girl Scout Promise or reviewed one of the Girl Scout Laws.

Troop 25—Our Senior troop—will learn about important places in our city. This is not only a grand chance for the girl to get around safely in the city but she will develop a feeling of appreciation which is very essential.

THE LITERARY SOCIETY

The second Literary Society meeting was held in our auditorium on Sunday evening, October 31. Joretta Dryer, our new president, gave a short talk about being happy and helping others who are

in need. Then the Secretary proceeded with program.

The first number was a poem, "October Is a Jolly Month," signed by Dale Herrin. Then came two interesting short talks, "It's Up to Us," given by Winona Alter and "Good Sportsmanship," by Robert Bates. Next, Robert Sortwell told us about a Swiss scientist who invented a new device to take him to the bottom of the sea to look for some signs of civilization of long ago.

The fourth number on the program was a Halloween story, "The Mystery Room," told by Nancy Owen, which was very interesting but rather "spooky." Next, Orville Northcutt told us how the poem, "The House by the Side of the Road" came to be written. Then the poem was signed beautifully by Rosanna Cook, Lillian Diedrich, and Loycene Shore. The program closed with Current Events, given by Jerome Moers.

Mr. Massey, our new sponsor, told us about the Literary Society at Gallaudet College. He said that every year they had a contest and awarded prizes for the best acting, the most graceful signing, and the best story telling.

After a brief business session, the meeting was adjourned. Now we are looking forward to our November meeting.

—Winona Alter, Secretary

ATHLETICS

DEAF SCHOOL TOPS BEECH GROVE

Three touchdowns by Jerry Moers gave the Deaf School a 21-to-19 victory over Beech Grove Tuesday night, October 26, at Beech Grove.

On the first play of the game J. Moers made a 70-yard touchdown dash, and later in the same period he went off tackle from the 5 to score again for the Silent Hoosiers.

Ronald Henson caught passes tossed by Don Cunningham to tally for Beech Grove in the first and second quarters of the clash.

In the third period, Don Carey added another score for Beech Grove when he went 15 yards over right tackle.

Moers made his third touchdown for the Silent Hoosiers when he bucked through from the 5-yard line in the final quarter.

Ends—Gall, Wooten, Hines, Vandevanter. Tackles—Pickrell, Ball, Bates. Guards—Meads, Glesner, Young. Centers—Northcutt, Deardorff. Quarterback—Sortwell. Left Halfbacks—LaVallee, Surowiec. Right Halfbacks—Gormat, Bush. Fullback—Moers.

Score By Periods:

Silent Hoosier	-	14	0	0	7	-21
Beech Grove	---	7	6	6	0	-19

Touchdowns—Moers (3). Points after touchdowns—Moers, Gormat (2).

DEAF SCHOOL TAKES FINALE BY 19-7 COUNT

In their only game against a city opponent this season, the Deaf School gridders closed out their 1948 campaign by handing Sacred Heart its ninth consecutive high school football whipping, 19 to 7, November 3.

Fullback Jerry Moers scored all three touchdowns for the Silent Hoosiers and bounced into second place among the city's top scorers with 87 points. He trails Attucks' Don Oldham, who had 91 and two more games to improve his lead.

It was Sacred Heart's finale, also, and left the Spartans with a record of five straight losses in city action.

Moers' 40-yard gallop in the second period, which carried to the Spartan 3-yard line, set up his first touchdown. George Gormat picked up the extra point on an end run.

Moers also scored in the third period, again on a 3-yard buck, after LaVallee had peeled off a 55-yard carry. In the fourth, Deaf School took the ball on downs on the Spartan 16 and in eight plays Moers went across.

Sacred Heart, which out-downed the host school 7-4, took to the air in the last minute of play to set up its only tally. Pete Schaffer grabbed the only successful pitch engineered by Bob Hardesty in five tries for a 20-yard gain to the Hoosiers' nine. Hardesty then rammed. (Please turn to page twelve.)

Vocational Items

FOOD NEWS

Last week Mr. K. Walker scrubbed and polished the linoleum in our Home Economics room. The floor is so much brighter now.

When Mr. Walker finished polishing the floor, Joan and I washed the woodwork.

We try to be careful and not spill water on the floor when we cook or wash dishes. We want to keep our room clean as long as we can.—Emogean Walters.

FOODS NEWS

Our first class assignment on the first day of school was Foods. When we went to the Home Economics room we were so amazed to see all the changes that had taken place, that for a moment, we did not know where we were. It finally dawned on us that our "lab" had undergone a face lifting. The other members of my class will tell all about the changes that have taken place.—Betty Blandford and Alice Thurston.

THE SENIOR CLASS HANDICRAFT

Some of the Seniors have made plastic earrings and pens to match. Some others are working with plexiglas for picture frames and pins. A few are making plastic rings for napkins and bracelets. Two are braiding bracelets from wire which shall be lacquered for a shining finish. I'm making an appliqued book mark of felt with my initials on it. One girl painted a beautiful picture of a bird for the wall.

We are keeping the things for exhibit. I hope you will see those things what the seniors have made.

—Rosanna Cook.

CLOTHING

We are pleased with our class room. The walls have been painted and wood-work varnished besides the regular cleaning. We have some new equipment, two electric sewing machines and an electrical scissors sharpener. The last article named will be very useful as we have a number of very

dull scissors. It has been tried on some of them and does very good work. We like good tools with which to work. We like to learn to sew and the time goes fast while we are in class.

We want to thank those who are responsible for making our room so pleasant.—The Sewing Classes.

OUR MODERN FOODS LABORATORY

The most changes have taken place in this laboratory. It has the same color scheme as the classroom with the same kind of lighting. The general arrangement of stoves, tables and cabinets has been changed. All the old stoves were removed and the two new stoves, which were purchased last year, have been installed. Our work tables are arranged in the form of a square. We are expecting a new sink-cabinet, but it has not arrived yet. We also have many new cooking utensils, two pressure cookers being among them.

Come and visit our modern Home Economics department.
—Leona Lang and Doris J. Wells.

ART NEWS

Every Friday the Int. 3 and 4B girls go to the art class. Mrs. Brown is still our teacher. The art room is much better looking than last year. It has a new coat of paint. It was painted light green and yellow. We also have new lights. They are very pretty and much brighter. They help us to make our pictures much better. Last week the floor was waxed the woodwork revarnished. They look much nicer. We put the curtains up last Wednesday. They are the same as last year but they look much better now because they have been recolored.

The art room is decorated with pictures from last June's exhibit. We are proud of the art room's decorations for we drew some of them. Mrs. Brown helps us with the drawing. We drew pictures of flowers with waxed crayon. They don't look like real flowers

though. We brushed black tempera paint over it. As wax crayons repelled water, only the untouched parts became black. We like doing that. We hope to learn a lot in the art class this year.

—Mary Hamer.

CANNING

For the last three weeks our class has been busy with the canning. We canned carrots, onions, pumpkin, applesauce, and made several different kinds of jelly. We enjoyed the canning very much, but I like to can pumpkin best of all.

We washed the pumpkin, peeled, and cut it into one inch cubes. We, then, put the cubes in the pressure cooker, and cooked them for about seven minutes. Then we strained the cooked pumpkin and packed it into pint jars. We adjusted the lids and then placed the jars carefully in the pressure cooker. We processed the pumpkin for about sixty minutes. If we had used the hot water bath method of canning, it would have taken three hours.

This lesson was very interesting, and I certainly learned something new.—Winona Alters.

SHOE SHOP NEWS

This year I am working in the shoe shop for the second time. We are very happy because we have new lights. They are a big help to us and help us in our work.

We also have new motors which make our machines run better.

We have a new teacher whose name is Mr. Massey. He took the place of Mr. Harris who retired last June. We were sorry to hear of his death last September.

—Dale VanDeventer.

Last fall when we returned to school we were astonished to find that we had a new lighting system. It is making our work more pleasant.

Our new teacher Mr. Massey is a graduate of our school and Galaudet College and we like him very much.

I have been in the shoe shop for many years and after my graduation I would like to be a shoemaker if my parents do not want me to help them on their farm near Danville, Indiana.—Dale Herrin.

(Please turn to page twelve.)

Classroom Notes

INTERMEDIATE DEPARTMENT

A VISIT HOME

Yesterday I went home with my mother. When I got home some relatives of ours were there. They were my Aunt and Uncle Cassidy. Their little girl was visiting with us so they came to take her home. Betty and I rode our bikes after they left. I had a nice time at home yesterday with my family.

—Patty Harris.

A GOOD TIME

Last summer some of my friends, my sister and I went to an amusement park in Chicago. We stayed there all day. We rode on the merry-go-round, the roller coaster and the whip. Some rides seemed dangerous. We had to hold on tight.

We went home on a train at 4 o'clock.—Marian Friese.

FREE PLAY

Yesterday morning I asked Mr. Kratzberg if we could play outside. He said we could. I put on my roller skates and skated with Bobby Loper. In the afternoon we had a real game of football. Carl's team played against Tommy's. We did not score. It was a tie. We had a good time playing football on Raney Field.

—Wayne Mnich.

MY TRIP HOME

My mother and father came home from Florida Friday. After Sunday School I went home yesterday. My sisters told me that my parents did not bring me a gift from Florida. I knew they were joking with me. My parents brought me a scarf, a barrette, some perfume, a tie ring, and some fruit. They told me they had a wonderful time in Florida.

—Nancy Imel.

SHOP WORK

This morning the girls brought their belts and whiskbrooms to school that they made in General Shop.

They are making many things. Joyce is making a waste basket, Roberta is making a braided leather belt, Janice is making a hang-up flower container and Mary and Patsy are making key chains for their keys and girl scout whistles.

—Miss Fynes' Class.

PLAYING FOOTBALL

Sunday Mr. Fair was playing football with a team. I asked him if I could play. He said, yes, so he threw the ball to me and I ran with it. The other boys had to catch me with the ball, but they didn't. I ran as fast as I could. It was fun playing football with them. The bell rang and we had to go to the dormitory and get ready for supper.

—Jack Katona.

FAMILY NEWS

I have one brother and two sisters. They are 9, 6 and 3 years old. I like to play with my brother. We play outdoors.

Father plays horseshoes with me. Mother plays Chinese checkers with me. I like to play alone sometimes.

I help my mother at home.

The things I like to do best at home are to wash the dishes and dust the furniture.

—Robert Hinson.

MY WEEKEND

Last Saturday afternoon my mother, Aunt Mary, Wanda, and Donald came to see me and Eugene. We went to the football game.

Yesterday morning at 11:30 we went to the Circle. We saw an airplane, tank, and war truck. After that we went to the Mandarin Inn at 38th and College to eat dinner. We had a good dinner. We had a nice time together and I'm glad my family could come for the weekend.—Emily Burek.

FREEDOM TRAIN

On July 5 my sister and I went to Chicago to see the Freedom Train at Soldier's Field. I saw many people waiting to see it, so I had to wait for two hours.

I saw many old historical papers such as the Declaration of Independence, the Bill of Rights, and the Bay Psalm Book. I had read about some of these papers in my history book.

I enjoyed my visit to the Freedom Train very much.—Edward Paige.

MY BIRTHDAY PARTY

October 18 was my birthday. I brought my cake to school that morning.

I put it on Miss Grant's desk. I gave her some money to buy ice cream. At 2:00 in the afternoon we had a party. The birthday cake was angel food. I made a wish and blew out all the candles.

I passed the cake and ice cream to my class.

They said "Your cake is good." I had a good time.

—Robert K. Lewis.

A PEP MEETING

Last Friday afternoon we went to the chapel to have a pep meeting. First Mr. Rawlings talked to us. Then Mr. Caskey talked and called the football players up on the stage. Nancy Owen and Leona Lang, our cheer leaders, led us in some good I. S. S. D. yells.

We sang the fight song. Then we had a movie, "Football Parade of 1947". It was a very good movie. After the movie Mr. Raney talked to us. He said he was sure we would win the game.

—Colleen Landis.

MY FIRST TRIP TO KENTUCKY

October 15 was the day when many boys and girls went home for the week-end. My sister, brother-in-law and nephew came after me. I did not go home. I went to the land of blue grass with them instead. We arrived there after 11 o'clock that night.

We crossed the Ohio River. I also saw the building in which the United States gold is buried. It is at Fort Knox, Kentucky.

We passed Lincoln Park (Abraham Lincoln's birth place). We didn't go in to visit this place.

My brother-in-law got a new '49 Ford from his father. His father is a Ford dealer. This car is a beauty. It is green.

I had an enjoyable trip to Kentucky and I surely like to ride in the Ford.—Rita Muszynski.

A SURPRISE

Friday, October 22nd I was very surprised when my aunt came to see me. I was at the football game so Mr. Raney brought her out to the game.

I was very happy to see her.

I was also happy that our school won from Franklin Township.

My Aunt thought our school was very large. She liked it very much.

My Aunt teaches school in Delphi, Indiana.

She brought me a box of turtle candy.—John Carney, Jr.

MY JACK-O-LANTERN

I brought a large pumpkin back from home. Last Thursday we made a Jack-O-Lantern.

I cut out the top of the pumpkin. Ralph Swango took out the seeds and pulp.

Bob and Roland cut out the eyes. Janice cut out the nose.

Bob and I cut out the mouth.

I put a candle in the Jack-O-Lantern.

Miss Fynes lighted the candle. We pulled the shades.

We asked Miss Christian to come to our school room to see our Jack-O-Lantern. She said it was nice.—Donald Stanley.

OUR AUTUMN PICNIC

Yesterday was our Autumn Picnic. We left school at 11:15 and got ready for the picnic. At 11:30 we went to our lunch. The boys came after we did. When we were done eating we played for a while. Then we went to the dormitory and rested for a little while. We went to watch the World Series scoreboard and then we went back to the dormitory. We waited for the teachers to come for us and then went to Raney Field. There were five groups there. We had a very nice time. After the games were over the girls in dormitory 7 went to iron.—Theresa Reifel.

MY BIRTHDAY SURPRISE

Yesterday after Sunday School my father, Aunt Susie, Uncle Lem, Aunt Edith, Patty and Marilyn came to get me.

We drove out to a pretty place to have a picnic. It was my birthday picnic. My Uncle Lem built

a fire so we could keep warm. My father brought a large box of food out of the car. At 12 o'clock we ate many good things. After awhile my Aunt opened a box and showed me a beautiful birthday cake. I cut the cake and served it to them.

They brought me many pretty gifts. I had a wonderful time on my birthday.—Emogean Walters.

THE INTERMEDIATE FOOTBALL TEAM

On October 19th the Intermediate A team played against the Tabernacle Presbyterian team. My team won. The score was 26 to 6. I made one touchdown. Fred Van Sickle and Ralph Alvarez each made one touchdown. Edward Paige made one touchdown and one extra point.

On October 20th the Intermediate A team played football against some Broad Ripple freshmen team called the "Bombers." My team won. The score was 6 to 0. Ralph Alvarez made one touchdown. Broad Ripple was very strong. My team fought them hard.—Ronnie Duley.

THE WEDDING

Last June 5 my Uncle Nolley and Cecelia Ann Arvin were married in the church at Whitefield, Indiana. The name of the church is Saint Martin.

Cecelia Ann wore a long full white dress with a veil. My older sister was the maid of honor. She carried many flowers. Cecelia's sister was the bridesmaid. Cecelia's brother was the best man. He was with my sister.

When it was finished my sister Marilyn, my cousin Wanda, Leon, Bobby, Priscilla and I threw rice at them. Many people shook their hands. We were very happy. My mother and her sister were glad.

Aunt Cecelia and Uncle Nolley live in my grandma's house.

They had a lovely wedding in the church.—Dorothy Clements.

THE MUSEUM

We went to our museum this morning. I saw stuffed animals in the glass cases. There were a

skeleton, pictures and a little model of our school. Miss Grant asked us about directions at our school. Then we saw many other interesting things. There were women and men dolls. They were wearing many kinds of suits and long old fashioned dresses. There was a soldier, a doctor, a policeman, a pioneer man, an Indian man and many other men. The boys and girls walked and the skeleton in the case moved a little. We saw a bust of Mr. Raney. We read about his life. We saw a doll house. The men have not finished fixing the lights of the doll houses. We saw some interesting birds. They were stuffed birds. Mary was frightened at a stuffed owl. We saw a hospital register of the old school for the Deaf. We read names of children who had the mumps a long ago.

—Mary Edna Ramer.

MOVIE ACTRESS FROM MT. VERNON

One of the girls from Mt. Vernon joined the movies. Her name is Jeanne La Duke. She is 10 years old. She is a little girl. I know this actress from Mt. Vernon. I often saw her in Mt. Vernon. Jeanne has one sister. Her name is Nancy La Duke but she is not an actress in the movies. Jeanne won a prize in a contest. One man from Mt. Vernon gave her a beautiful key and flowers. She was very proud. Her parents were very proud. Then she went to Hollywood, California. Two other girls went to Hollywood, too. One man from Hollywood picked Jeanne La Duke and the other two girls failed to join the movies. Jeanne was very happy to join the movies. She stayed there about three and one half months. Then she came back to Mt. Vernon by train. One night the people had a parade in Main Street. Many people honored Jeanne La Duke in the parade. She sat up high on a convertible Buick with her parents. Some day her parents will go to Hollywood, California. Last week I read in a newspaper that she acted in a movie in Houston, Texas. I was very happy that Jeanne La Duke from Mt. Vernon became a movie actress.

—Gerald Walker.

ADVANCED DEPARTMENT

PLANS FOR NEXT SUMMER

Next summer I will try to find a new job, because I need to earn more money. I think that I would like to help make Maytag washing machines. I hope that I will be able to do that, and if I can, I will be very happy.

—James Stouse.

THE STATE AND NATIONAL ELECTIONS

Mr. Schricker was a former governor of Indiana. Many people voted for him to be governor again. He won. He was a good governor. I hope that president Truman will be re-elected. He means to try to reduce the high prices of food and other things.—Ollie McKee.

NEW LIGHTS

Our school has new electric wiring. All of the classrooms have new fluorescent lights arranged in a square on the ceilings. The rooms are brighter than they used to be. The school building has been finished, but there are men still working in the dormitories and the dining hall. The whole job should be finished by spring.

—Emanuel Houchell.

ON A FARM

In August I went to visit Dale Herrin. It is 173 miles to Indianapolis from LaPorte. While I was there, we went to a movie, and Dale and I worked on his father's farm. We cut the alfalfa and helped to store it in the hay mow. The Herrins have electric milkers. I tried to help with the milking, and enjoyed life on the farm.

—Robert Surowiec.

A HALLOWEEN PARTY

On October 30, the older girls and boys went to a party in the gym from 7 to 9 o'clock. We invited the Illinois football team to the party. We played games and had dancing. Then there was a stunt about the railroad given by the Boys' Club probationers. It was a short stunt. Later in the evening we had refreshments. We each ate two doughnuts and drank apple cider. We had a nice time.

—Dale VanDeventer.

OUR HALLOWE'EN PARTY

Last Saturday night we invited the Illinois deaf boys to a Halloween party in the gym. We played different games. One game was played by having the boys fasten balloons to the ankles of the girls. The idea was to see which couple could keep their balloon undamaged the longest. Betty Miles and Theodore Hagemeyer won. William Loudon gave them prizes. Then we ate doughnuts and drank some cider. We had a grand time at the party.

—Genevieve Robbins.

OUR FOOTBALL GAME WITH ILLINOIS

The boys who played football came here from Illinois School for the Deaf. They rode in a school bus. It is 240 miles from Jacksonville to Indianapolis. On October 30, many deaf people came here because they wanted to see the game. In the first three minutes, we touched the goal and that made the score 7 to 0. But Illinois beat us. The final score was 13 to 7. We were careless. We could have beaten them. On Sunday the Illinois boys went back home.

—Theodore Hagemeyer.

OUR HOMECOMING FOOTBALL GAME

Last October 30, we had a thrilling football game between our Silent Hoosiers and the deaf boys of Illinois. We congratulated the boys of Illinois when they won the game, 13-7. We, of the Advanced Department, and those boys had a Halloween party and dancing that evening from 7 to 9 o'clock. We enjoyed having a grand time with those boys. I hope the Silent Hoosiers will play with another state deaf school in a homecoming football game again sometime.

—Lilas Ann Hole.

THE STATE FAIR

Last September 5th, on Sunday morning (early) at four o'clock, my family, two friends and I woke up and began to get ready to come to Indianapolis to attend the state fair. We did the chores and fixed a picnic lunch. Then we had breakfast and left home at 6:30. That morning Dale, my two friends

and I went to see many different animals and rode on many rides. In the afternoon and evening, we met many of our deaf friends. I had a very wonderful time, and I like to go to fairs as often as I can.—Shirley Herrin.

OUR CLASS NEWSPAPER

The Adv. 1A class formed a small newspaper called the Freshman News. The class elected, Keith Young as editor, Flo Ellen Davisson as asst. editor, Phyllis Stage as printer and Margery Bumen as asst. printer. The paper was formed to help us in our language and partly for pleasure of reading. There will be news, stories, sports, jokes, and many other interesting things printed in it. The staff members are trying hard to make the newspaper interesting and they hope we shall enjoy reading our newspaper very much through the year.—Keith Young.

OUR WEEK-END

Last Friday afternoon our school was dismissed at 2:30. We had a pep meeting and a movie in the auditorium.

At 2:30 the Illinois boys came to our school. Then they practiced football.

Last Friday night we went to the movies and the Illinois boys went, too. It was very good.

Last Saturday afternoon our team lost. The Illinois boys won. The score was 13 to 7.

Last Saturday night we went to the Halloween party and the Illinois boys went, too.

We had some games, danced and had refreshments. We had lots of fun and we wish we shall go to a party again.—Virginia Bishir.

THE FREEDOM TRAIN

My mother wanted me to go to Ft. Wayne to see the Freedom Train, but I did not want to go there. So when I read in a newspaper that the Freedom Train would be in South Bend on August 12, I decided to go see it at the Pennsylvania Station, with my girl friends. We went and saw a long line of people waiting to get in. The Freedom Train is made up of seven cars. It is painted red, white and blue on the outside. It has in it many important and valuable

documents in glass cases. I saw Lincoln's Gettysburg Address, the Declaration of Independence, the Proclamation of Emancipation, and many other important papers. The train stayed in South Bend for twenty-four hours. That night I had a dream about this Freedom Train.—Barbara Wesley.

A HALLOWEEN PARTY

From 7 to 9 o'clock on the evening of October 30, the Pi Sigma fraternity sponsored a Halloween Party in our gymnasium. Those invited were the Illinois boys, the girls of our Advanced Department, and our own football players.

There were some decorations such as pumpkins. Some of the pumpkins were made into jack-o-lanterns, and one was made to look like a shamoo.

During the first part of the party there was entertainment by the probationers of the Pi Sigma. This was followed by a balloon dance. At this dance, if either of a couple stepped on a balloon, and it burst, they were out. The last couple, who still had a balloon, won a prize. We played other games, one of which was called "Witch's Skull." One of the games was won by the Illinois boys.

We spent most of the time dancing. As some of the Illinois boys were bashful, we had to encourage them to dance, and they seemed to have a good time.

After dancing we had cider and doughnuts for refreshments. The party was over at 9 p.m. and then we enjoyed a long talk with the Illinois boys.—The Junior Class.

HARRY S. TRUMAN

Harry S. Truman is our President again after Election Day. This is the first time he was elected President because he was vice-president under Franklin Roosevelt and after Franklin Roosevelt died, Harry Truman took his place and served as the President for almost four years. Now he has another term to be the President again after Election Day, November 2.

Harry Truman was born in Missouri on May 8, 1884. He was a World War I veteran. His mother said that he raised the corn in the

straightest row that she has ever seen. She passed away last year.

He has a daughter named Margaret. She wants to be an opera singer. He has a wife and all of them now are living in the White House.—Flo Ellen Davisson.

OUR ANNUAL FALL FESTIVAL

Last Wednesday, October 6, we had our Annual Fall Festival. Our school was dismissed at 10:30 and we went to the dormitory to change our clothes. We wore slacks to the campus. We had a picnic and we ate hot dogs, buns, potato salad, pickles baked beans, bananas and drank milk. After eating them, we played for a little while. Again we went to the dormitory. At 12 o'clock we went to the quadrangle to watch the first game of the World Series between the Boston Braves and the Cleveland Indians. The Boston Braves won by the score 1 to 0.

At 2 o'clock we went to Raney Field. We were divided into groups by Mr. Windell Fewell to play games. We played baseball, volleyball, kickball, dodgeball, steal the bacon and hot potato. We had tug-o-war and a sack race. We had a wonderful time.

—Flo Ellen Davisson.

MR. RANEY AND THE WEATHERMAN

We heard via the grape-vine route that Mr. Raney and the Weatherman had an important telephone talk on the evening of October 5. The conversation ran something like this:

Mr. Raney: "Hello, pal. I am not happy about the weather you are giving us."

The weatherman: "What's the matter? You know it is hard to please everybody."

Mr. Raney: "Yes, but tomorrow is the day of our Fall Festival and the last three days have been cold, dark, and dreary."

The weatherman: "Why not postpone your Festival a day or two?"

Mr. Raney: "We can't do that because our friends in the kitchen have been pretty busy getting the picnic lunch ready for 350 boys and girls. The weiners and buns have been ordered. The large pans

of baked beans are about ready to go into the oven. A bushel of potatoes has been cooked and are all ready to cut up for the potato salad and the bananas are just right. So you see we must have that picnic tomorrow."

Weatherman: "Well I'll admit you have good reason to feel unhappy."

Mr. Raney: "And you know there is nothing quite so disappointing to a child as having to postpone a picnic."

Weatherman: "That's right. I will see what I can do even if I have to stay up all night."

Mr. Raney: "Thanks, old pal. I knew you would not let me down."

The weatherman kept his word. The next day was an ideal full day—sunny and warm. We had an early lunch on our picnic ground. Then we enjoyed the opening game between the Cleveland Indians and the Boston Braves. This was made possible by the large scoreboard which Mr. Brannon had given us. After the game, we went to Raney Field where we spent two and half hours in fun and frolic.

Thanks you, Mr. Raney.

Thank you, Mr. Weatherman.

We hope you two will remain good pals for a long time.

—The Senior Class.

THE FIRST WASH DAY IN NEW ENGLAND

We read a very interesting story about the Pilgrim's first wash day which we shall re-tell.

It was Monday morning with the sun shining brightly and the weather very mild.

The Pilgrim children gazed eagerly toward the shore and thought what fun it would be to have a long run on that smooth, sandy beach, or to look for nuts in those great woods. They were so tired of being on the ship!

Mistress Brewster shaded her eyes and looked far off across the water—"What a good place to do our washing!" she said. "We have not had a real wash since we sailed."

It did not take long to get the tubs, pails and everything ready. John Alden and John Howland loaded the things into the small

boat and rowed to the shore.

Mistress Brewster did not forget the children and, when the boat returned to the "Mayflower" for the next load, she told them that they might go, too. We can imagine how excited they were!

As soon as the boat touched the sand, the children sprang ashore and raced each other up and down the beach. It seemed so good to be on the ground again!

First, the boys looked for firewood and the girls brought armfuls of leaves and branches for the fire. Then they went to the woods with John Alden to look for nuts.

Soon the fire was snapping and crackling under the big, black kettles, and the water began to boil.

All morning the women rubbed, boiled, rinsed, and wrung the clothes. The men were kept busy carrying water and firewood. By noon the tubs were empty and the clothes spread out to dry. Then Priscilla rowed away from the "Mayflower" bringing a big kettle of soup which she had made of vegetables and the broth of wild birds. How good it smelled as it heated over the fire!

Long before dark the clean, fresh clothes were dry and folded away in the tubs and kettles. Then the tired but happy Pilgrims rowed back to the "Mayflower."

—The Adv. IIA Class.

ATHLETICS

(Continued from page six.)

med to the one and John Hogan smacked the line for the last yard. Jim Engelking booted the extra point.

Deaf School ----- 0 6 7 6—19

Sacred Heart ----- 0 0 0 7— 7

Touchdowns—Moers 3. Point

After Touchdowns—Gormat.

ILLINOIS CONQUERS HOOSIERS, 13-6, IN DEAF SCHOOL TITLE

Illinois Deaf School's Fred Kiwatt broke loose on a 60-yard touchdown run in the last four minutes of play to lead his club to a 13-to-6 grid victory over Indiana's Silent Hoosiers at Raney Field October 30.

It was the sixth straight victory for the Illinois eleven and the defeat was the third in six

games for Coach Jake Caskey's hosts.

Fullback Jerry Moers gave the Hoosiers a 7-0 lead in the first quarter, going 33 yards off tackle for a touchdown which George Gormat embellished with an extra point.

Illinois tied it up in the second, using seven plays for a score after taking a short punt on the Indiana 28. Bill Early skirted end for the last two yards and Kiwatt plunged for the conversion.

Ends—Gall, Wooten, Hines, Vandevender. Tackles—Pickrell, Ball, Bates. Guards—Glessner, Mead, Young. Center—Northcutt. Quarterback—Sortwell. Left Halfbacks—LaVallee, Bush. Right Halfback—Gormat. Fullbacks—Moers, Surowiec.

Illinois Deaf --- 0 7 0 6—13
Indiana Deaf --- 7 0 0 0— 7

Touchdown—Moers. Point After
Touchdown—Gormat.

VOCATIONAL ITEMS

(Continued from page eight.)

I have worked in the shoe shop two years. I was there in 1945 when I was a small boy and now again in 1948.

The first time that I was there Mr. Harris was my teacher and he did a fine job for many years.

Now Mr. Massey is our teacher and we think that he will do very well.

We are enjoying our work because the new lights have made it easier.

I hope to become a shoe repairman when I graduate from this school.—Anthony Lents.

Last year I worked in the shoe shop for the first time. Mr. Harris was our teacher. We liked Mr. Harris and are sorry that he has died. We are glad that our Vocational Building is named after him.

We have new lights in our shop and they are a very big improvement over the old one for which we are very grateful.

I feel that I am learning a great deal about shoe repairing under Mr. Massey and have been thinking that I might like to follow that trade after I graduate.

—Ted Hagemeyer.

Primary Notes

Miss Gulley's Class

Mrs. Collins, Mrs. Hostetler, Mrs. Miller and Mr. and Mrs. Dagley visited us October 16th.

Dennis Mnich will go to his brother's birthday party Friday. He is very happy.

We have milk every day. Then we have a rest period of fifteen minutes. Mrs. Samples comes to our room on Friday. We like to cut out and color pictures.

We made some owls, black cats and pumpkins.

We can say arm, mouth and thumb. We like to talk.

Miss Well's Class

Sharon got a pretty card.

Judith's father and mother came to see her. Judith was very happy.

George likes to draw pictures on the blackboard.

We can say "mother, arm, home, thumb, tooth and eye."

We go to the gym every Monday. We run and play. We have a good time.

We made jack-o-lanterns, owls and black cats. We made Halloween masks. We put them on and marched around the room. We looked funny.

Miss Carson's Class

A few days before Halloween someone gave us a pumpkin. Kenneth washed it so it would be nice and shiny for our jack-o-lantern.

We were all very much excited when Miss Carson cut the top off our pumpkin. Kenneth, Ronald and Lucy cleaned the inside, while Iona sat nibbling at the "goodies."

After it was cleaned, Miss Carson cut eyes, a nose and crooked teeth for our jack-o-lantern. Then we put a candle inside, lighted it and pulled down our shades. When the candle flickered it seemed as if our funny little jack-o-lantern were winking at us.

Miss McKibben's Class

Larry Jay Smith was six years old October 16. He got a box of candy from his sister. He gave some of the candy to the boys and girls.

Alan Rork's mother came to the school-room.

Miss McKibben pulled a tooth for Gloria Allgor and Glenna Garner.

Leon Raney's grandmother came to see him. She brought the boys and girls some candy.

Tommy Rogers saw a football game. He was very happy.

Mrs. Hector's Class

We were glad to have several parents visit our class room Oct. 16. They took their children home for the week-end. All were back in school again, Monday morning.

Larry Smith had his hair cut while at home.

We saw a squirrel one day. It was in a tree. It ate a nut.

We made false faces for Halloween. They had eyes, noses and mouths.

The children had a good time at the Fall Festival. They enjoyed their lunch in the yard and played many games.

Miss Criscillis' Class

I got a box. I got a new scarf. It is pretty. I got some socks. I got some new brown shoes.—*Beatrice Mann.*

Mother, Bill, and grandpa went fishing. Mother caught a fish.—*Rosemary De Vault*

Mother came. We rode on a bus. We went home.—*Wanda Taylor.*

Father has thirteen cows. They are red and white. They are fat.—*Linda Heiser.*

Mother and father will come today. We will go to the football game.

—*Nancy Vernard.*

I got a box. I got some candy. I got a new brown sweater.—*Frank Henson.*

I have a dog. It is brown, black and white. It is pretty. It is good.—*Charles Tindle.*

I have a little sister. Her name is Jackie. She is a good girl.—*Jerry Thirton.*

Mrs. Jensen's Class

We want some paper and pencils.

—*Gilbert Borinstein.*

Mother came. We went home. We rode in a car.—*Joseph Johnston.*

Mrs. Samples came to our room last Wednesday. We made masks.—*Donald K.*

I got books, candy, and a car in a box.

—*Jackie Stigers.*

I saw an owl in a tree.—*Clarence.*

We went to the chapel Friday. We saw "A Halloween Dream."—*Hubert Anderson.*

I ate some pie. I liked it.—*Donald.*

I went home. Helen and I met Mrs. Jensen on the street.—*Roberta.*

I dropped my book. Mrs. Jensen picked it up.—*Louellen.*

Donald hid under the table.—*Howard.*

I went to town. I got a new coat.

—*Vernon.*

Miss Offutt's Class

What we did after school one afternoon.

Robert saw the boys play football. Bobby played out doors.

Marlin picked up many papers.

Donna wrote.

Timothy made a mustache on his lip.

Larry dressed up funny.

Patsy ate some candy.

Carolita looked at some books.

Karen ate some ice cream.

Bernard looked at the new lights.

Caroline saw a snake.

Eugene played out doors after supper.

Last night Mrs. Paul lighted the candles in three jack-o-lanterns and we said our prayers.—*Caroline McLain.*

My birthday was October 15. I was nine years old.

My mother came Sunday, October 17. She gave me socks and three handkerchiefs.

—*Pasty Tomlinson.*

My birthday was October 27. I was nine years old. I had a party at home Sunday. I got some cards.—*Bernard Horwitz.*

Karen's Blackie limps.

Timothy broke Patsy's pencil.

A bird died.

Eugene lives on a farm.

Karen played with her doll.

—*Donna Carpenter.*

Miss Wurtz's Class

On Sunday I visited Mr. and Mrs. Miller. I played on the swing. I ate dinner with them. I had a good time.—*Susan Vaughn.*

James and I saw a car get a flat tire. The man fixed the tire.—*Boyce Landis.*

Boyce, Howard and I played horse. Howard and I were horses. Boyce rode on us.

—*James Blake.*

The cake had nine pieces. Eight pieces from nine pieces leave one piece.

—*Robert Hall.*

Where is the chalk?

It is on the chair.

Where are the stars?

They are in the sky.

—*Mary Greathouse.*

Where is the basket?

The basket is in the corner.

Where is the sun?

The sun is in the sky.

—*Gail Lisman.*

Susan is holding a little black kitten.

Betty is eating a candy apple.

—*Eleanor Geroff.*

The boy and his father are hunting.

The dog is holding a bird.

—*Chester Sandifer.*

Miss Barkes' Class

We will go to Merrymakers Wednesday. Miss Barkes, Mrs. Towers and Mrs. Fewell will be in charge. We will have a good time. We are happy. Mrs. Jones is my supervisor. She is nice.—*Nancy.*

Linda, Shirley, Grace and I played with false faces. George and Glenn found some nuts.—*Georgeanna.*

Miss Barkes and I made a jack-o-lantern. It had slanted eyes, a nose, four teeth in its mouth and a mustache.—*George.*

The boys and girls will go to gym every Friday. We will play games.—*Martha.*

We will go to the chapel November 12th. We will play "Fuzzy Wuzzy Bear."—*Rose.*

I drew a pumpkin and gave it to Georgianna.—*Shirley.*

I went to a store. I bought some candy, gum, two suckers and some candy pop-corn.

—*John K.*

The Cubs played football out doors with Mr. Glancy. I saw an airplane.—*Glenn.*

I ate some good candy. I drew a rabbit. John, Glenn and I saw two dogs.—*Johnny.*

Mrs. Abbott's Class

Jean, Ilene, Norma and I like to go to the Merry Makers. We play games indoors when it is raining. Wednesday some girls will play marbles, but I like to play Chinese Checkers. We work puzzles and have a good time.—*Jean Irene Riggs.*

We had a good time this week-end. Bobby Loper took some pictures. We saw a good football game. Some boys read funny books, and some other boys bought some candy and ice cream. Sunday we did not play outdoors.

—*Glen Shriver.*

We drew some pictures of jack-o-lanterns, and we made a jack-o-lantern. Jack brought a cat candle to put in our jack-o-lantern. We made some black witches for our windows. Mrs. Brown gave us some paper and we made pictures with ghosts, witches, black cats and bats around a pumpkin. Bobby brought a Halloween table cloth for our table. We had a good time and our room is pretty.—*Barbara Belding.*

The boys like to play football games outdoors. One boy kicks the football, and another boy runs with the football. Many boys fall on the grass, but they do not break their legs. We have a good time and we are happy.—*Thomas Stinson.*

Mrs. Fewell's Class

ON THE FARM

I live on a farm. I like to live on the farm. I like to help my father. My father, my brother and I cut some corn. We put it on the wagon. I fed the little pigs some milk.

My father had a very bad cow. I was afraid of it. Father shot the cow and killed it. We butchered the cow and ate it.

—*Dwight Hirschy.*

HALLOWEEN FUN

Mrs. Coker gave us twelve pumpkins. We made jack-o-lanterns.

We dressed up in funny clothes and carried the jack-o-lanterns. Mrs. Coker laughed. I played like a strong man. I wore a mask.

—*Jack Scharfenberger.*

MY DOG

I have a dog. His name is Mickey. He eats dog food and drinks milk. He likes to chew bones. Mickey plays all of the time. One night when I went to bed Mickey jumped up on my bed and slept with me. Sometimes he fights. Then he gets a whip.

—*Robert Downing.*

A BAD COW

My father had a bad cow. I was afraid of it. It saw me. It ran and jumped over the fence. I ran to my mother. The cow ran and hit me. I fell down and cried. It hurt my back. My Daddy got the gun. He shot the cow.—*Linda Bogue.*

THE FAIR

Lucille and I went to the fair. Lucille bought some cotton candy. I didn't buy any because I didn't like it. Then we rode on the ferris wheel. I was afraid and cried. I felt sick.

We went home and my mother, father, brother, and sister laughed at me. Lucille had a good time, but I didn't because I was sick.—*Reba Templeton.*

A SUNBURN

One day my brother and I rode our bicycles around for a long time. It was very hot. We went to the store and bought some candy and gum. We played with some boys. When we got home, mother laughed at us because our faces were very red. We were sunburned. We had a good time.—*Lucille Templeton.*

MY PET

My pet is a dog. His name is Tax. One day it barked at the cow. The cow had a ring in its nose. It was tied. The dog bit the cow's heels. The cow broke the ring in its nose.—*Grace Miller.*

Miss Santarossa's Class

OUR JACK-O-LANTERN

Last Monday Mr. Walker came into our schoolroom. He brought us a funny little pumpkin. It did not stand up.

First we cut off the top. Then we look out the seeds. Bobby and Jack cut out two big eyes and then a nose. Next they made a big mouth with some teeth.

It was a funny jack-o-lantern. It laughed and laughed.—*Carolyn Mitton.*

GOING HOME

Last Saturday my family came to school. My sister and Sally came to get me in the dormitory. Then my sister, Sally and I walked to the football field.

We saw my brother. He was wearing his Boy Scout uniform. My brother ran, held his hand on his hat, and said, "We have a new, fast car." He saw my family ride up to school in the new car. The car is a 1942 buick.

My family and I saw the boys play the football game. The Illinois team won and our school lost. The score was 13-7.

My family and I went home to Muncie after the game. My brother and I liked to ride in the new car. We had lots of fun.

On Sunday afternoon they brought me back to school.—*Joan Kay Ford.*

THREE SQUIRRELS IN AUTUMN

Some squirrels live in the trees. Yesterday three baby squirrels played with their mother.

They played with the leaves on the grass. They played with each others' tails, and they ran up and down the trees.

Some boys wanted to catch the baby squirrels. One boy caught one, but it ran away very fast.

Two dogs chased the squirrels. The squirrels climbed the tree. The dogs barked, but the squirrels did not come down. Pretty soon the dogs went home.

The mother and the father squirrels hid many nuts in the holes in the trees. They will eat the nuts in the winter.

—*Ronald Rhudy.*

THE HALLOWEEN CHAPEL PROGRAM

Mrs. Fewell's boys and girls played in the Chapel program Friday. The name of

the play was "A Halloween Dream."

One boy was a teacher. He had two boys and two girls in his schoolroom. They wrote on the blackboard. Then the boys and girls went home.

The teacher went to sleep. He had a bad dream. In the dream, he was afraid of the bat, the witch, the cat, the ghosts and the owl.

We liked the play. Some girls and boys laughed, but some little boys and girls were afraid.—*Marla Barclay.*

THE AIRPLANES

Donald went home Sunday. He come back Sunday night and brought three toy airplanes.

He threw one airplane into the air. It flew into another room. It crashed and one wing broke.

Donald did not cry because he had two other airplanes.—*Robert Ford Lewis.*

Mrs. Tower's Class

We went to the football game. We saw the large boys. I had two bottles of pepsi-cola.

—*James Williams.*

My mother came to school. We went to town. We ate dinner. We had a good time.

—*Dorothy Rau.*

We went to the chapel. We saw many children on the stage. We laughed.

—*Thelma Smith.*

I have a brown belt. I have four pennies in it.—*Russell Cornett.*

I have some beads. Mother gave them to me.—*Mavil Jordon.*

My mother, father, brothers and sisters came to school. I went home with them.

—*Melvyn Dillon.*

Mrs. Fair's Class

Arthur Wilson is in our class now. Harry Stone is in Miss Koob's class. They changed last week.

Mr. Kratzberg cut my hair last night. Mr. Kratzberg will cut Paul Scott's hair tomorrow afternoon.—*Paul Derrow.*

Mrs. Fair and Miss Sundstrom talked a long time.—*George Milton.*

Miss Kinsley came to see us. We were glad to see her. She lives in Shelbyville, Ind.

—*Arthur Wilson.*

Kenneth Beckman gave a pretty stamp to Mrs. Fair. She is happy. Kenneth is kind.

—*James Johnson.*

The Girl Scouts swept the floor. Carole, Jerry and Patty dusted the chairs. The Girl Scout room is clean now.—*Patricia Bough.*

Letha Masterson found a dead mouse last

week. She showed it to some girls. Patty Shei, Emogean Walters and I were frightened. She threw the mouse in the trash can.

—*Barbara Brown.*

We worked in the flower beds last week.

—*Raymond Cline.*

We weighed October 5. We will weigh today. I weighed 102 pounds. I hope I will gain many pounds.—*William Tyler.*

We had a pumpkin. It was small. We made a jack-o-lantern. It had a happy face.

—*Paul Scott.*

Mrs. Fair showed us some cake. She put it on the window sill. The squirrels will eat it.—*Carole Hazel.*

Barbara swept the floor with a broom yesterday afternoon.—*Lawrence Cobb.*

Miss Koob's Class

Janet Booth's mother and father came to see her yesterday. She was happy to see them. They ate dinner in the basement. They brought her some pears, apples, bananas, oranges, half a cake, perfume and a suitcase for her birthday. She is 16 years old now.

—*Marcella Newport.*

We dressed up last Saturday and went to the football field. We watched the Indiana deaf boys play football with the Illinois deaf boys. Indiana fought hard. The Indiana deaf boys were first to score 7-0. The Illinois deaf boys asked for "time out." The Illinois deaf boys won the game. The score was 13-7.

—*William Chandlea Crowe, Jr.*

Viola and Joan went to town last Wednesday with Mrs. Geiger. They will have new glasses. They are happy.

—*Geraldine Washam.*

Last Saturday my friend came and looked for me. He brought me an orange and black jacket. I was happy. I said, "Thank you." He took me to visit his friends.—*Bobby Peters.*

The girls made funny red faces. They came to dormitory 4. They walked around and made noise. I was scared. I said, "What do I hear?" After a while I looked at the girls. I ran to the wash-room. I looked at them again. I felt better. I thought they were bad people. The girls laughed at me. They made fun of me.—*Viola Ingle.*

Early this morning I went into the wash-room and I saw a little mouse. I was afraid and screamed loud. I called Barbara and Nancy Imel. They didn't see the mouse. They didn't believe me. They laughed at me.

—*Janet Booth.*

Miss Koob has a new car. It is gray. She can drive the car. It is pretty. It is a 1949 Ford.—*Dorothy Ball.*

Indiana State School for the Deaf

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Ida Hasson
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Lovina Paul
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Clarence Wilkinson
Mina Wilkinson
Margaret Kratzberg
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Ruth Johnson
Grace Coker
Ernest Scobey ----- Nightman

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Charles Maze ----- Storeroom Clerk
Charles Weller

Residence

Cecelia Hunter

School Building

Kermit Walker ----- Custodian
Adelle Tandy ----- Maid

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Dorotha Smith, B.S. ----- Dietitian

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Lucille Rice
Leah Shank
Martha Bell
Bessie Pratt

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Mary Allison
Eva McKay
Bernice Olinski
Thelma Rhodes
Minnie Sites
Nola C. Wishmier

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Gene Griesse
Rollie Allen

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Bertha M. Gehr Miller

Maid

Amy Napier ----- Girls' Dormitory
Gertrude Lehman ----- Boys'
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Nora Lander
Lucinda Burbridge
Cleo Carter
Juanita Sanders
Anna Taylor
Herbert Williams

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Merle Lowe, Chief Engineer
Charles Delello, Engineer
Harry Gaylor, Engineer
Albert Hackney, Engineer
Joseph Heldman, Engineer
Alfred Henry, Fireman
Willis Knapp, Night Watchman
Lester LaHue, Engineer
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